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ABSTRACT

This second volume of a three-volume final report presents research and evaluation findings of a 3-year project to design, develop, and implement a comprehensive delivery system to meet the career-related information, guidance, and referral needs of home-based adults, those 16 and older neither working nor attending school on a full-time basis. Primary focus is on home-based adults who used the career counseling service, which provided information, guidance, and referral by telephone using paraprofessional counselors. Section 2 details the demographic characteristics of 2,979 home-based adults, who called the service (August 1973 to March 1975) and examines the extent to which the nature of the callers changed over time. Section 3 describes characteristics of 1,157 home-based clients who used the service from March 1974 to March 1975 and explores clients' expectation from counseling, initial career objectives, and other factors. Section 4 presents data related to the nature and extent of activities engaged in by counselors and clients during the process of counseling. Section 5 examines the clients' career status at termination. Section 6 describes how clients reacted to and evaluated the services they received from the project. Section 7 deals with use of the resource center based on 268 noninstitutional visitors who used it in 1974. The final section of Volume 2 presents information collected during indepth interviews with 40 former clients. (Volume 1 of the final report covers the nature, context, and products of the model. Volume 3 consists of appendixes to the project.) (TA)

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FACILITATING THE CAREER DEVELOPMENT OF HOME-BASED ADULTS: THE HOME/COMMUNITY-BASED CAREER EDUCATION MODEL

Vivian M. Guilfoy and Mardell S. Grothe, Ph.D.
Principal Authors

VOLUME II

RESEARCH AND EVALUATION

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This final report documents four years of intensive effort related to the development, implementation, and evaluation of the Career Education Project. While the responsibility for its contents rests with the principal authors, we want to take this opportunity to thank the many Project staff members whose dedication and hard work made the Career Education Project a reality. Without them, this report would not be possible.

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INTRODUCTION

Nature and Characteristics of the Model

The Career Education Project, the National Institute of Education's Home/Community-Based Career Education Model III, designed, developed, and implemented a comprehensive delivery system to meet the career-related information, guidance, and referral needs of home-based adults, those 16 and older neither working nor attending school on a full-time basis. Located in Providence, Rhode Island, since October, 1972, the Project has served over 6,000 adults representing a wide range of employment histories, educational backgrounds and career aspirations. Despite their diversity, many shared similar needs:

- a better understanding of their interests, abilities, values, and goals
- facts about career trends, opportunities, and requirements
- information about the available educational and skill-training opportunities
- information about sources of help in such career-related problem areas as financial support, discrimination, child care, and testing
- help in developing and implementing career plans

Activities of the Career Education Project were designed to respond to client needs and were carried out by a staff organized into five highly interrelated components. Outreach, using mass media and other approaches attracted clients; Counseling provided career information, guidance, and referral by telephone using paraprofessional counselors;

the Resource Center collected and disseminated career-related materials for Project staff, clients, and the community; the Information Unit developed special directories and materials which supported the counseling process and could be sent to clients; and Research and Evaluation provided Project staff with feedback about the clients and the operation of the program.

After the research and development phase, Project staff facilitated local implementation of the Model in Rhode Island through the provision of technical assistance. In order to share its experiences nationally, the Project developed and disseminated a series of "how-to" manuals and client-centered publications for review and reaction by interested professionals. In addition, staff attended and made presentations at a number of professional conferences and conventions.

The Career Education Project was guided by a number of important assumptions about and principles related to adult career development and effective service delivery. First, people are often unaware of the nature and existence of community services which are available to them. In order to respond to this problem, a service should develop a coordinated outreach strategy which informs people of the nature and availability of the service, interests them in using it, and establishes a presence in the community.

Second, people often find it difficult or inconvenient to use services that are remote from their homes, schools, or places of employment. Problems of time, transportation, and scheduling often are major obstacles to the utilization of services, even when people are aware of their availability. This seems to be especially true for people who

have not yet made a commitment to use such services, but are primarily interested in exploring the possibility of getting involved. A service should be convenient and easily accessible to its clients. A promising alternative is to attempt in as many ways as possible to bring the service providers to the users rather than ask users to come to them. The use of the telephone is one excellent method for achieving this goal.

Third, people need a better understanding of their personal characteristics and qualities as they make decisions and attempt to cope with the realities of life. However, raising questions about "Who am I?" may arouse feelings of uncertainty and anxiety, particularly for adults and those who have experienced a history of failure or frustration. Often, people feel more comfortable and willing to discuss their ideas and feelings with peers or persons with whom they can readily identify. It is increasingly well accepted that many kinds of social services can be delivered effectively by paraprofessionals, provided that the necessary support mechanisms exist. These mechanisms should include training and supervision by skilled professionals, clear identification of knowledge and skill requirements to function effectively on the job, and training programs that are explicit, relevant, and performance-based.

Fourth, people need reliable, up-to-date, and localized information if they are to make informed plans and decisions about their lives. Despite their experiences, adults often are not aware of the options available to them, uncertain of the factors to consider when examining alternatives, and need specific information about the many institutions, services, and agencies that exist in their communities. Because people are frequently unclear about the relationship between education,

work, personal characteristics, and constraints. They sometimes ignore the fact that career development often involves dealing with problems related to self-concept, life style, relationships to family and community, and many other factors. An effective service should identify major informational needs, determine the existence or adequacy of existing resource materials, and when necessary, create new materials that are comprehensive, targeted to the specific client groups, and useful to both clients and service providers.

Fifth, people need to feel a sense of psychological safety in order to talk about themselves and their concerns. They need to feel that their views and reactions are being solicited and heard by those who provide them with service. Because users often approach service providers feeling uncertain or vulnerable, the service should train its staff in interpersonal communication skills and continually assess their competency in these important areas. These skills, such as question-asking, probing techniques, paraphrasing and summarizing, and responding to affective and cognitive needs, can be defined and taught systematically.

Sixth, services should be able to provide assistance without making clients dependent. People derive a greater sense of internal control over their lives when they are taught to help themselves, rather than to expect that someone else will assume responsibility for their plans and decisions. However, at certain times, people do require advocates who can speak more forcefully for them or with them as they meet institutional or personal obstacles. A service must be flexible enough to include brief information-giving as well as sustained relationships over time.

Finally, in the process of helping people, a service should actively learn about the target population, the results of its efforts, and the reactions of the people who are served. Therefore, a management information system is necessary to inform staff about who uses the service, how services are being delivered, what happens to those who use the service, and how users view the adequacy of the service in meeting their needs.

Organization of the Final Report

This final report is organized in three volumes. Volume I begins with a brief history of the Model, tracing the Project's evolution through various stages of development and describing major events related to the process of planning, operating, and evaluating the program. The next section describes the major activities and accomplishments of each of the Model's five major components: Outreach, Counseling, Resource Center, Information Unit, and Research and Evaluation. The following section on the Rhode Island community describes the characteristics of the pilot site and how the Project interacted with the community, including the Project's role in local adaptation after the research and development phase. The final section of Volume I discusses the Project's efforts to share its experiences and findings with potential adaptors of the Model and other interested persons outside Rhode Island.

Volume II presents the Project's research and evaluation findings, with primary focus on home-based adults who used the Career Counseling Service. Section two details the demographic characteristics of 2979 home-based adults who called the Service between August 8, 1973 and March 31, 1975, and examines the extent to which the nature of the callers

changed over time. It presents data regarding how people learned of the Service, the relative drawing power of various outreach modes over time, and the relationship between types of outreach mode and the characteristics of callers. Section three answers the question "What are people like when they enter the Service?" It discusses the characteristics of 1157 home-based clients (home-based adults who spoke one or more times with a counselor) who used the Service between March 4, 1974 and March 31, 1975. Demographic data are presented for all clients as well as for subsets of the client population. Clients are also described in terms of their initial career objectives, thoughts about education and training, previous educational and work experiences, and constraints to be resolved. This section also explores the relationship between information collected by counselors during the initial counseling interviews and selected demographic characteristics of clients.

Section four presents data related to the nature and extent of activities engaged in by counselors and clients during the process of counseling. Specific aspects of the counseling process discussed in this section include the number of interviews; major issues, occupations, and constraints discussed in counseling; resource materials used by counselors and clients; and referrals to educational and training resources and supportive services. In addition, this section examines the relationship between selected counseling process variables and client characteristics.

Section five examines the clients' career status at termination. The career decisions and actions of clients are described in terms of Education and Training (ETR)-related outcomes, Job-related outcomes, and decisions not to enter an ETR or the world of work. This section also

analyzes the relationship of client characteristics and counseling process variables to status at termination. Further, this section reports on clients' career objectives at termination, their unresolved constraints, and their immediate school and job plans.

Section six describes how clients reacted to and evaluated the services they received from the Project. Data are based on 831 clients who were interviewed by staff of the Project's research and evaluation component between one and seven months after their termination from the Service. In addition, this section examines the relationship of selected client characteristics, counseling process variables, and status at termination to client evaluation variables.

Section seven deals with utilization of the Resource Center. The principal analysis is based on 268 non-institutional visitors who used the Center in 1974. This section reports on who they were, their occupational and educational interests and plans, the materials they used, and their evaluation of the helpfulness of the materials and the Center.

The final section of Volume II lets the clients speak for themselves. It is a presentation of information collected during in-depth interviews with forty former clients conducted by Project staff in 1975. This section presents the thoughts, feelings, and actions of clients before they entered the Service, while they were participating in the Service, and after they left the Service.

Volume III consists of three appendices. Appendix A describes the Project manuals, independent products, and films. Appendix B is comprised of data collection instruments used by the Project, and Appendix C presents the various occupational classification systems used in the analyses.

Approach to Research and Evaluation

The Role of Research and Evaluation

The Career Education Project's approach to research and evaluation was descriptive and formative in nature. The research and evaluation efforts of Project staff included all of the activities and methods used during various stages of program development to collect, store, analyze, and disseminate data to meet the information needs of the sponsor, those responsible for the program, and interested practitioners in the field.

The Project's selection of an approach to research and evaluation was based on several important considerations. First, the nature of career counseling for adults, and home-based adults in particular, was in an exploratory stage and would benefit from careful documentation. The use of both paraprofessional counselors and the telephone for counseling were also relatively new concepts. Therefore, the Project wished to describe the characteristics of the population who used the Service and the characteristics of the delivery system which was being used to provide career counseling to them.

Secondly, a descriptive approach was consistent with the Project's attempt to develop and evaluate a new program. Too often, researchers in social action settings attempt to generalize their findings before their programs have reached operational stability and their methods can be replicated in other settings. A descriptive approach is heuristic in nature; it is most helpful in generating hypotheses for future testing. A descriptive approach allows a developing program to obtain feedback on its activities, with the information being used to modify the basic operations when needed.

Third, Project staff wished to employ an approach which would yield useful information without excessively interfering with the provision of Service. The information system which evolved was designed to be responsive to the needs of the service providers and the research and evaluation staff. For example, information collected by counselors, and used by them and their supervisors during the process of counseling, was also the major source of information about the clients and their interactions with the Service.

The planning, design, and implementation of this information system was achieved through the collaborative efforts of the entire staff of the Project, program administrators, service-providers, and researchers. The initial stage of program development concentrated on assessing needs, defining goals, and defining research and evaluation questions. The intermediate stage of program development emphasized designing the research and evaluation model and making it operational. This included identifying variables and sources of information, determining who collects the data and when, deciding how to collect data and maintain records, training staff, and interpreting and disseminating results within the Project. The final stage concentrated on implementing the information system, examining costs, conducting special studies, and disseminating results to the sponsor, potential adapters, and other interested professionals.

Stages of Data Collection

The Project used a simple temporal staging model for data collection. The model has three stages:

Baseline ⟶ *Process* ⟶ *Outcome*

The *baseline stage* included those factors that define clients' characteristics prior to their participation in the counseling service. During this stage, intake clerks and counselors obtained information about clients' demographic characteristics, educational attainment, past work experience, reasons for calling the Career Counseling Service, initial career objectives, and potential constraints. The data collection instruments for this stage were:

- The Intake Interview Form
- The Initial Interview Recording Form

All data collection instruments are described in detail in later sections and reproduced in Appendix B.

The *process stage* of data collection was concerned with the specific activities engaged in by the counselor and the client during the process of counseling. The data were based on information recorded by counselors on the:

- The Interview Record Form
- The Summary of Call Form

The *outcome stage* of data collection was concerned with the decisions made and actions taken by clients. This information was obtained by counselors at the time of the client's termination from the Service. Research staff also interviewed terminated clients to obtain their reactions to and evaluations of the Service. The data collection instruments for the outcome stage were:

- The Termination Form
- The Client Reaction and Evaluation Form

While not directly a part of the information system concerned with counseling, the Resource Center dealt with clients of the Service and other adults seeking career information. Visitors with assistance from Resource Center staff reported on their use of the Center by completing a Resource Center Questionnaire.

Data Collection and Processing

Because of the rather extensive nature of research and evaluation activities, data collection and processing involved a number of different staff members at various stages of the process. Consequently, several precautions were observed to preserve confidentiality. Each client received an identification number at intake, which was subsequently used on all data collection instruments pertaining to that particular client. The set of information for each client was stored in the computer by identification number only. Finally, a record control person maintained a master index of code numbers and names in locked file cabinets.

The procedures for the collection and processing of data will be described below. After being completed by a counselor or an intake clerk, the data collection forms were routed to the Research and Evaluation component. Upon receipt of the data collection forms, research staff checked them for completeness and clarity and recorded their receipt in log books. If any errors or omissions were discovered, a research staff member was assigned the task of talking with the person responsible for completing the form (a counselor or intake clerk), and making corrections as necessary.

After the instruments had been logged, research staff recorded the data on standard coding sheets. To insure consistency, staff followed

detailed written instructions prepared by senior research staff. Before coding began on any new instrument, the coders were trained extensively. In addition, their work was checked on a daily basis. This process consisted of a 20% recoding of each day's output. Project records indicated that the coder's average error rate was less than 5% over the life of the project. Once data were coded, they were punched and verified on machine-readable cards. The cards were then entered into the electronic data base for storage on magnetic disc files. After being analyzed, using programs selected from the Statistical Package for the Social Sciences (SPSS), the data were printed out and checked for errors by research staff.

As mentioned earlier, the specific data collection instruments used as a basis for this report included:

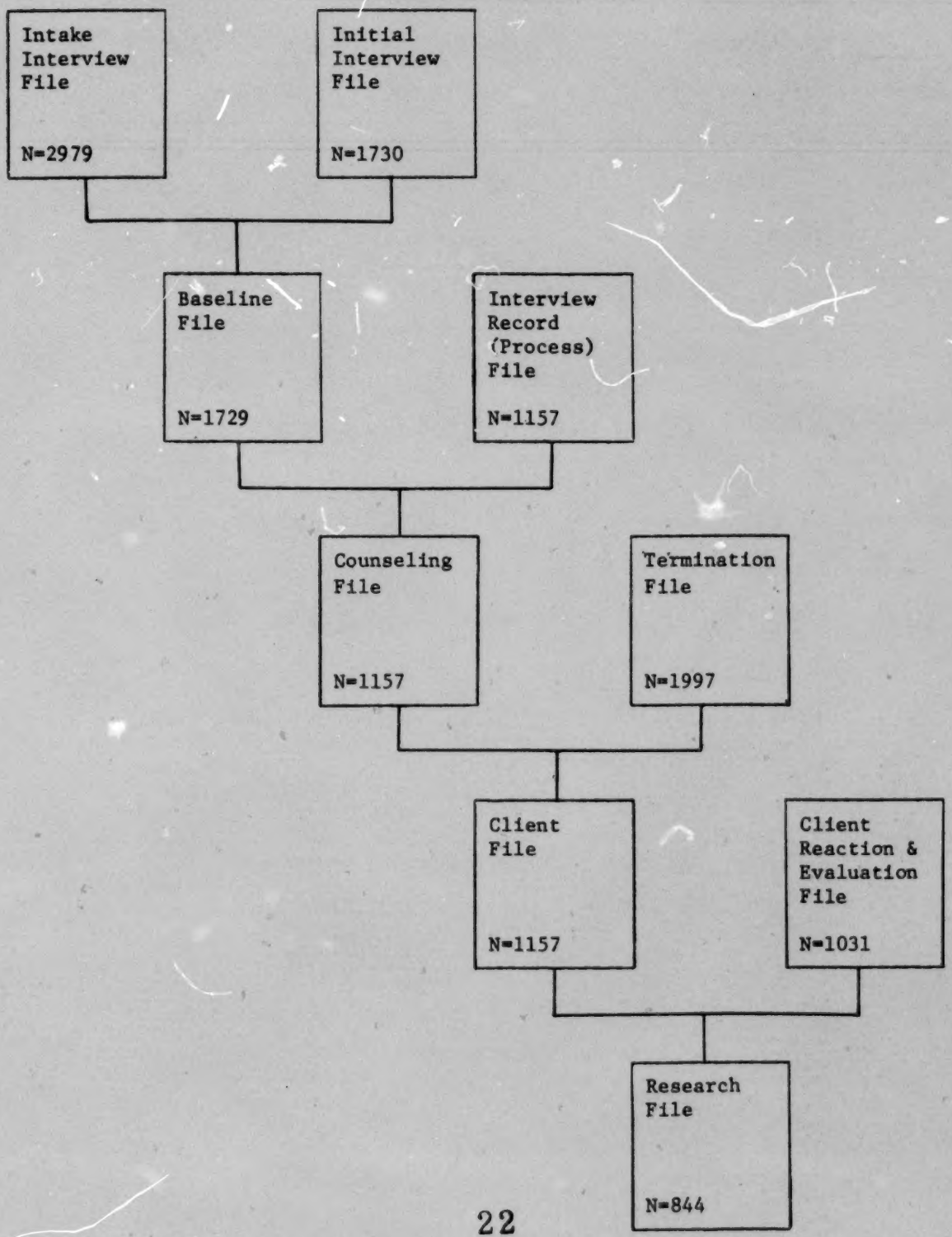
- Intake Interview Form
- Initial Interview Recording Form
- Interview Record Form
- Termination Form
- Client Reaction and Evaluation Form

The information from each of these data collection forms was recorded on punched cards and stored in separate electronic data files. For example, the information from the Intake Interview Form was stored in the Intake Interview File. A single data file was used to obtain simple frequency distributions on individual variables as well as cross-tabulations among variables on any given form. However, since many of the research questions of interest concerned the relationship between variables found on different data collection forms (and thus stored in separate electronic

files), it was necessary to merge these files to permit cross-stage analyses.

This merging process is illustrated in the diagram on the following page and described below. At the time of the first call, information concerning the caller's demographic characteristics was recorded on the Intake Interview Form and was processed as described in the preceding section. This information was then recorded in the Intake Interview File. At the client's next contact, the counselor collected additional information using the Initial Interview Recording Form, with that information recorded in the Initial Interview File. At the time of merging, a special computer program selected a client's ID number from the Intake Interview File and then searched the Initial Interview File for the corresponding ID number. If the search was successful, then the information for that client was taken from each of the separate files and electronically written into a new file called the Baseline File. If the search was unsuccessful, that is, no corresponding ID number was found, the process was terminated and the program went on to the next ID number. This process was repeated to create the Counseling File, the Client File, and the Research File. In each case, the data in newly noted files were the result of a merging process between two existing data files. The Research File included over 800 clients for whom all data collection instruments were administered. Drawing upon data collected and processed in the ways described above, the following sections of this volume report the findings of the Career Education Project.

DATA FILE STRUCTURE



HOME-BASED CALLERS

Introduction

During its more than two and one-half years of operation (October 2, 1972, through June 30, 1975), 6600 people called the Career Counseling Service (CCS) of the Career Education Project. Of these, over two-thirds (67.5%) were home-based (16 or older, not working full-time or going to school full-time) and less than one-third (32.5%) were non-home-based. Although targeted outreach messages were successful in increasing the proportion of home-based among total callers from 43% in 1972 to 74% in 1975, the non-home-based continued to express an interest in using the CCS throughout the Project's existence.

Since the Project was unable to provide telephone counseling to the non-home-based who called, they were invited to use the Project's Resource Center or referred to other agencies in the community which might be helpful. Because it was inappropriate for the Project to demand additional information from people who had just been told they were ineligible for service, demographic data were not collected on the non-home-based. In this section of the report, therefore, the data are based only on home-based callers of the Service.

The population of home-based callers examined in this section consists of 2979 persons who called the Career Counseling Service between August 8, 1973, and March 31, 1975, the dates when systematic collection of intake data began and ended.

When these individuals first telephoned the Service, their initial calls were handled by intake clerks who used a structured interview protocol to collect data, recording it on the "Intake Interview Form." The clerks were trained in the use of this form, which is reproduced in Appendix B, and their completed forms were continually reviewed by counseling and research staff for completeness and accuracy.

The specific information collected during the intake interview included:

- Outreach: how and when the caller heard about the Service
- Eligibility: the full- or part-time educational and work status of the caller
- Demographic characteristics:

  sex
  race
  age
  total annual family income
  highest grade completed
  time since completing school
  marital status
  number of children under six
  total number of children under eighteen
  time since last full-time job
  nature of last full-time job
  duration of last full-time job

These data collected during the intake interview were used to address five major questions regarding home-based callers:

- What Were the Demographic Characteristics of Home-based Callers?
- Did Demographic Characteristics Change Over Time?
- How Did People Learn of the Career Counseling Service?
- Did the Drawing Power of Various Outreach Modes Change Over Time?
- What Was the Relationship Between Outreach Modes and Selected Caller Characteristics?

What Were the Demographic Characteristics of Home-based Callers?

Between August 8, 1973, and March 31, 1975, 2979 home-based adults called the Career Counseling Service -- about 150 new home-based callers per month. As indicated earlier in this report, most callers came from Rhode Island (93.4%), with 6.6% from nearby Massachusetts, Connecticut, and other New England states. The primary geographic target area (Providence County and the city of Warwick, Rhode Island) accounted for 71.4% of the home-based callers. Overall, callers reflected the general population distribution in Rhode Island and changed only slightly over time. Over half (56.9%) of the callers were drawn from the five major population centers: Providence (24.5%), Warwick (10.4%), Cranston (9.6%), Pawtucket (6.3%), and East Providence (6.1%).

The table on the following page displays the demographic characteristics of home-based callers. The demographic data indicate that 75.5% of the home-based who called the Service were female, and 24.5% were male. Original Project estimates of home-based adults in the national population were 76.7% female and 23.3% male, and 67.3% female and 32.7% male in the original target area. Callers of the Service, therefore, more closely approximated national than local figures.

In terms of race, 92.5% of the home-based callers said they were white, 4.0% said they were black, and 1.6% reported being from other racial or ethnic groups. Less than one percent of the callers refused to answer the question, and no information was ascertained for another one percent. According to 1970 census figures, the percentage of black residents in the state of Rhode Island is 2.7%, and 8.9% in the City of Providence. A supplementary analysis of demographic data indicated that 12.5% of all home-based

THE DEMOGRAPHIC CHARACTERISTICS OF HOME-BASED CALLERS
(N=2979)

SEX	Female	75.5%
	Male	24.5%

RACE	White	92.5%
	Black	4.0
	Other Minorities	1.6
	Refusal	0.8
	Other and NA*	1.1

AGE	16-19	11.8%
	20-24	27.2
	25-29	19.7
	30-34	15.3
	35-39	7.4
	40-44	6.4
	45-49	5.2
	50-60	5.7
	Over 60	0.7
	Other and NA	0.5

TOTAL FAMILY INCOME	Less than $5,000	31.4%
	$5-10,000	30.2
	$10-15,000	19.9
	Over $15,000	11.7
	Refusal	1.7
	Don't Know	4.0
	Other and NA	1.2

MARITAL STATUS	Married Now	51.8%
	Widowed	2.3
	Separated	5.6
	Divorced	7.7
	Never Married	31.4
	Other and NA	1.1

NUMBER OF CHILDREN LESS THAN EIGHTEEN AT HOME	None	45.3%
	1	18.2
	2	19.0
	3	10.2
	4-10	6.2
	Other and NA	1.0

EDUCATION	Grade School(1-8)	3.3%
	Some H.S.(9-11)	14.8
	H.S.Graduate(12)	45.3
	Some College(13-15)	17.8
	College Grad(16)	14.0
	Grad.School(17+)	3.4
	Other and NA	1.4

YEARS SINCE COMPLETED SCHOOL	1 year	19.5%
	2 years	9.2
	3 years	6.7
	4 years	5.3
	5 years	4.9
	6-15 years	30.1
	More than 15	21.6
	Other and NA	2.7

YEARS SINCE LAST FULL-TIME JOB	1 year	46.7%
	2 years	6.8
	3 years	4.1
	4 years	4.2
	5 years	2.9
	6-15 years	16.7
	More than 15	6.2
	Never Worked F-T	10.9
	Other and NA	1.5

YEARS AT LAST FULL-TIME JOB	1 year or less	46.8%
	2 years	13.7
	3 years	5.7
	4 years	4.0
	5 years	3.1
	6 years	1.9
	7 or More	5.2
	Never Worked F-T	10.9
	Other and NA	8.9

NUMBER OF CHILDREN LESS THAN SIX AT HOME	None	66.7%
	1	20.4
	2	10.1
	3 or More	1.7
	Other and NA	1.0

*NA indicates that data were not ascertained.

callers from the City of Providence were black. Overall, then, the number of black callers of the Service slightly exceeded their representation in both the state and city population.

Although callers ranged in age from 16 to 85, most were young adults. Over half (58.7%) were under 30 years, with 11.8% between 16-19 years, 27.2% between 20-24 years, and 19.7% between 25-29 years of age. With the exception of those between 16-19 years, the percentage of home-based callers decreased as age increased. Almost one-half (46.9%) were between 20-29 years, less than one-quarter (22.7%) between 30-39 years, about one-tenth (11.6%) between 40-49 years, and 6.9% over 50 years of age.

In general, the total family income of home-based callers was lower than the average income of Rhode Island families. Most (61.6%) callers reported a total family income (TFI) of less than $10,000 a year, with 31.4% reporting less than $5,000 a year. About one-fifth (19.9%) of the callers reported annual incomes between $10,000 and $15,000, while those with incomes over $15,000 accounted for the remaining 11.7%. A small number (4.0%) indicated a complete lack of knowledge of their total family income.

Data were also collected on several family status variables. In terms of marital status, about one-half (51.8%) were married, one-third (31.4%) had never been married, and the remainder (15.6%) were divorced, separated, or widowed.

Less than one-half (45.3%) of the callers indicated they had no children less than 18 years of age, while more than one-half (54.7%) reported at least one child under 18 living at home. In terms of pre-schoolers present in the household, two out of three (66.7%) home-based callers reported no children under six at home, with one-fifth (20.4%) reporting one, and 11.8% having two or more pre-schoolers in their family.

With regard to education, information was obtained on the highest grade completed and the number of years since completion of school. Overall, callers tended to be more educated than the average adult in Rhode Island. Of the home-based callers to the CCS, 80.5% had at least earned a high school diploma. The largest subcategory consisted of the 45.3% who had completed high school but had not continued their education. Those who had continued their education beyond high school accounted for slightly over one-third (35.2%) of the callers, with 17.8% having had some college and 17.4% having earned at least a bachelor's degree. On the other end of the spectrum, 3.3% had only [illegible] grade school education and 14.8% had attended but not completed high school. Data from the 1970 census indicate that 46% of the Rhode Island population completed 12 or more years of school, compared to 80.5% for the home-based callers of the Service.

About one-half (51.7%) of the callers indicated it had been six years or more since completing their schooling, with 45.6% having completed school within six years of calling the Service. At the time they called the Service, the most common period since completion of school was 6-15 years (31.1%), followed by those having completed school over 15 years ago (21.6%). About one-fifth (19.5%) had completed school within one year prior to calling the Service.

Overall, about one-fifth (18.1%) of the callers were working part-time when they called the Service, while 81.9% were not working at all. To obtain some estimate of the callers' participation in the labor force, the intake clerks asked about the number of years since they had worked full-time, and the number of years worked at their last full-time job. Almost one-half (46.7%) of the callers were recent workers, having worked full-time within one year of the date they called the Service. On the other hand, over one-fifth (22.9%) of the callers had been out of the full-time work

force for six years or more. Those who had worked full-time between two and five years ago accounted for 18.0%, and 10.9% had never worked full-time.

Most callers had worked at their last full-time job for a relatively brief time. Of those who responded to the question, more than half (58.3%) reported having worked one year or less at their last full-time job; with about one-third (35.2%) working from two to six years, and 6.4% working seven or more years at their last full-time job.

Did Demographic Characteristics of Home-Based Callers Change Over Time?

In order to determine if there were any systematic changes over time in the demographic characteristics of home-based callers, an examination was made of the distribution of each major caller characteristic during six three-month intervals, beginning September 1973 and continuing through February 1975. This analysis revealed minor or no fluctuations for most variables and some variation for a few. In addition to the number of callers during each quarter, variables included in the analysis were sex, race, age, total family income, family status, education, and work experience.

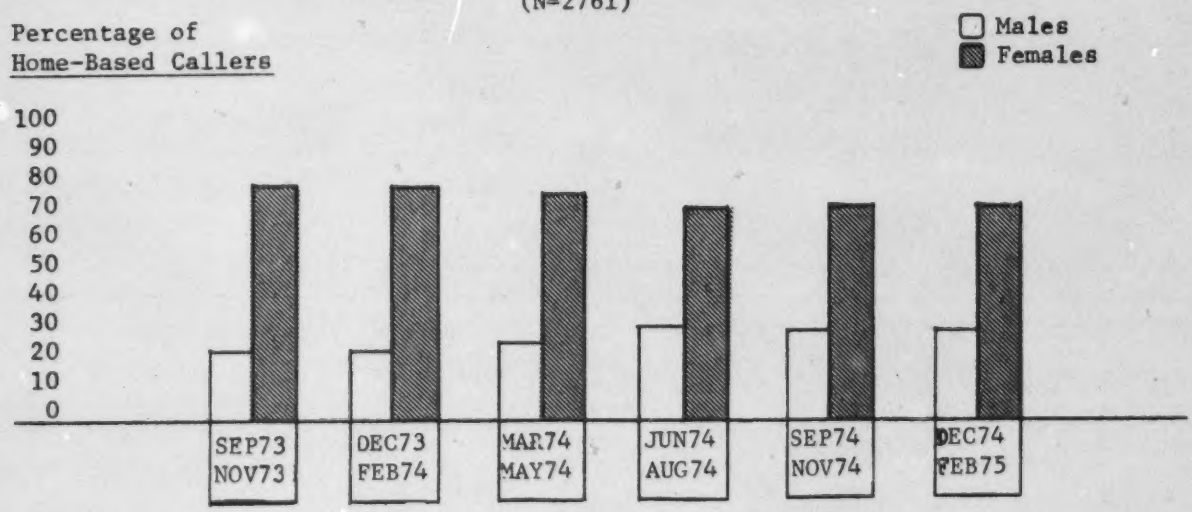
The following chart presents the number and percentage of home-based callers by quarter.

Quarters	Number of Callers	Percentage of Clients
September 1973 - November 1973	421	15.2%
December 1973 - February 1974	693	25.1
March 1974 - May 1974	374	13.5
June 1974 - August 1974	492	17.8
September 1974 - November 1974	438	15.9
December 1974 - February 1975	343	12.4
TOTAL	2761	100.0%

As shown in the table, the number of home-based callers was highest (25.1%) during the December 1973 - February 1974 quarter, and lowest (12.4%) during the last quarter, December 1974 - February 1975. Generally, increases in the number of home-based callers coincided with the beginnings of academic terms and media campaigns. During the last two quarters, the numbers diminished gradually as formal outreach efforts were being phased out in anticipation of closing the Service.

As indicated on the following chart, the percentage of female callers remained high (over 70%) throughout the Project's existence, and fluctuated slightly over time.

SEX OF HOME-BASED CALLERS BY QUARTER
(N=2761)

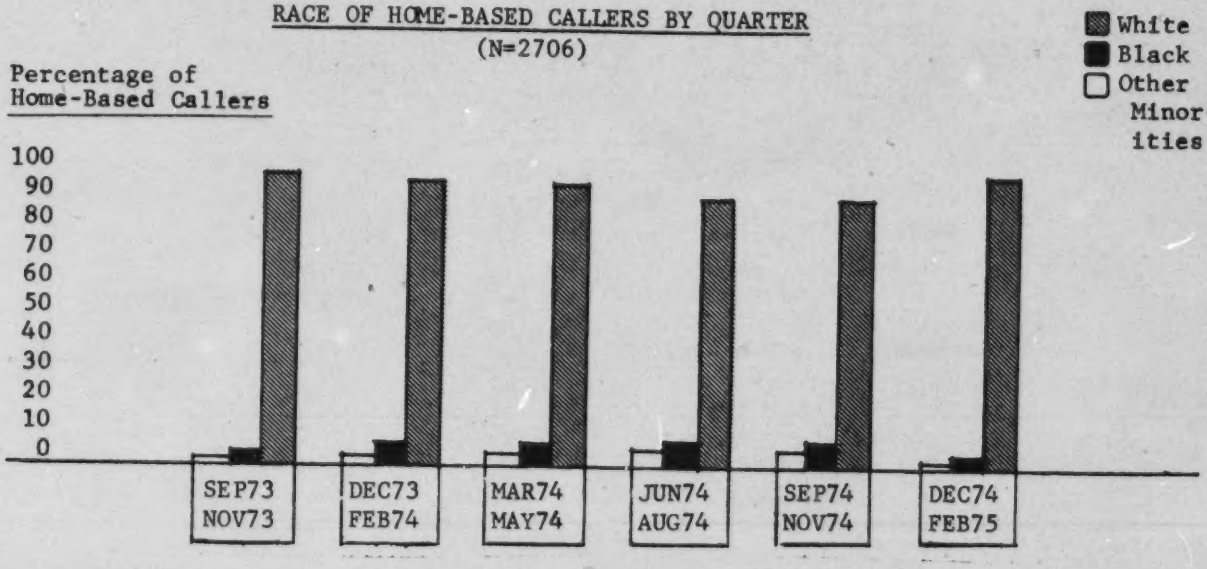


Overall, the chart above illustrates the slight variation over time in the relative percentages of men and women. The highest proportion of female callers (79%) occurred in the first quarter (September - November 1973), and was lowest (71%) in the fourth quarter (June - August 1974), when the Project began featuring men in its television public service announcements.

Female representation gradually declined for four quarters and then rose slightly the last two. Overall, the percentage of men and women fluctuated by only eight percentage points over the six quarters.

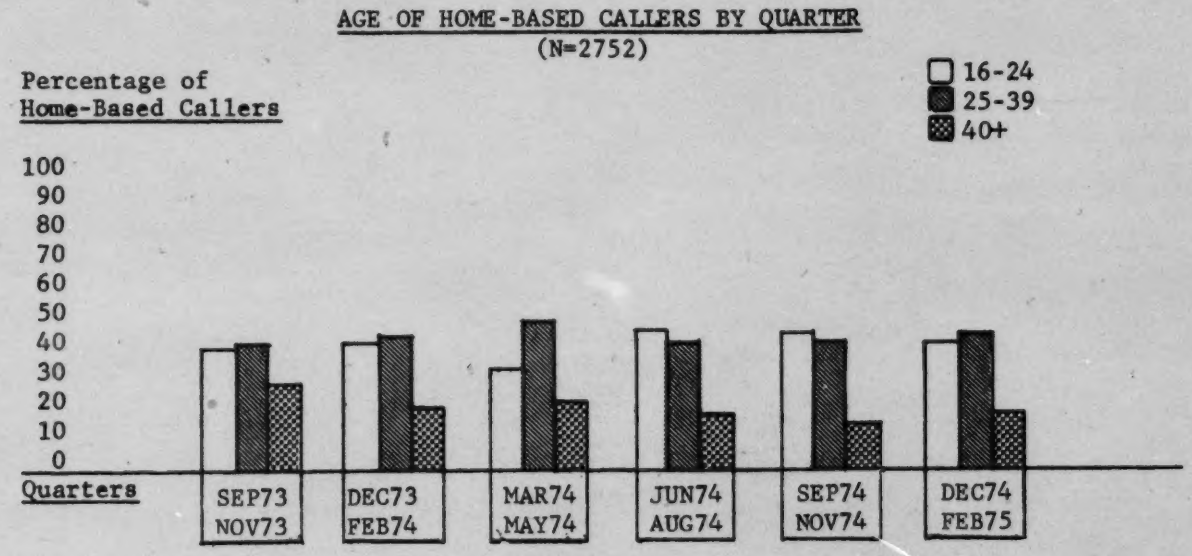
In terms of racial background, the proportion of white callers remained high, but decreased in a minor but steady way from the first quarter (97%) to the next to last quarter (91%). During the last quarter (with substantial reduction of outreach efforts in anticipation of contract phase-out), the proportion of white callers rose to 98%, as illustrated in the following chart.

RACE OF HOME-BASED CALLERS BY QUARTER
(N=2706)



The chart above also illustrates the steady increase in the percentage of black and other minorities from the first quarter (3%), through the third quarter (7%), to the next to last quarter (9%). During the final quarter, with reduction of special outreach efforts, minority representation dropped to less than 2%.

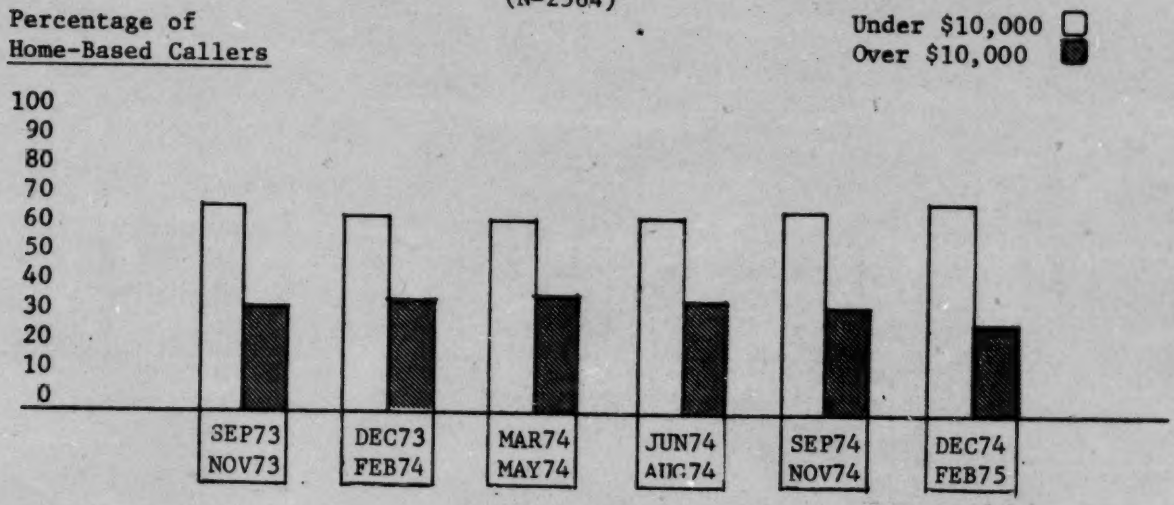
The age of callers by quarter is illustrated in the following chart.



Inspection of the chart indicates that the percentage of callers over 40 years of age tended to decrease over time, with the highest representation occurring during the first three quarters (25%, 18%, and 20%, respectively), and the lowest representation during the last three quarters (15%, 13%, and 16%). The proportion of callers between the ages of 16 and 24 fluctuated somewhat over time. Their representation was 38% in the second quarter, 32% in the third quarter, and 44% in both the fourth and fifth quarters (when outreach efforts featured a rock group in one of the Project's televised spots). The proportion of callers between 25-29 years rose from 38% in the first quarter to 48% in the third, dropped to 41% in the fourth quarter, and then increased slightly over the last two quarters.

There was minor variation in the total family income of callers over time, as illustrated in the chart on the following page.

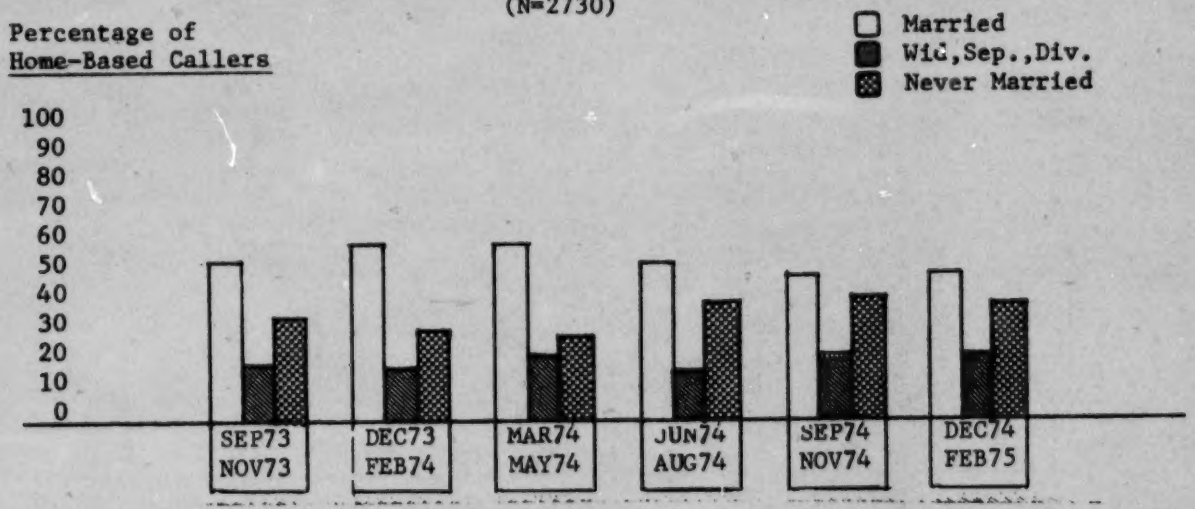
TOTAL FAMILY INCOME OF HOME-BASED CALLERS BY QUARTER
(N=2564)



As the chart above illustrates, callers with a total family income of under $10,000 varied from a high of 70% during the final quarter to a low of 64% during the second quarter; the corresponding high and low percentage for those with total family incomes over $10,000 was 30% during the final quarter and 36% during the second quarter. Overall, there was a fluctuation of only six percentage points over the six quarters on this variable.

Variations in the marital status of callers were somewhat more apparent, as illustrated in the chart on the following page. During the first two quarters, the percentage of married callers increased from 52% to 57%, while the proportion of callers who had never been married decreased from 33% to 28%. Over the final four quarters, the percentage of married callers began a steady decrease (from 57% to 47% in the third and sixth quarters). The percentage who had never been married increased from a low of 25% during the third quarter to a high of 37% in the fifth quarter. The percentage of

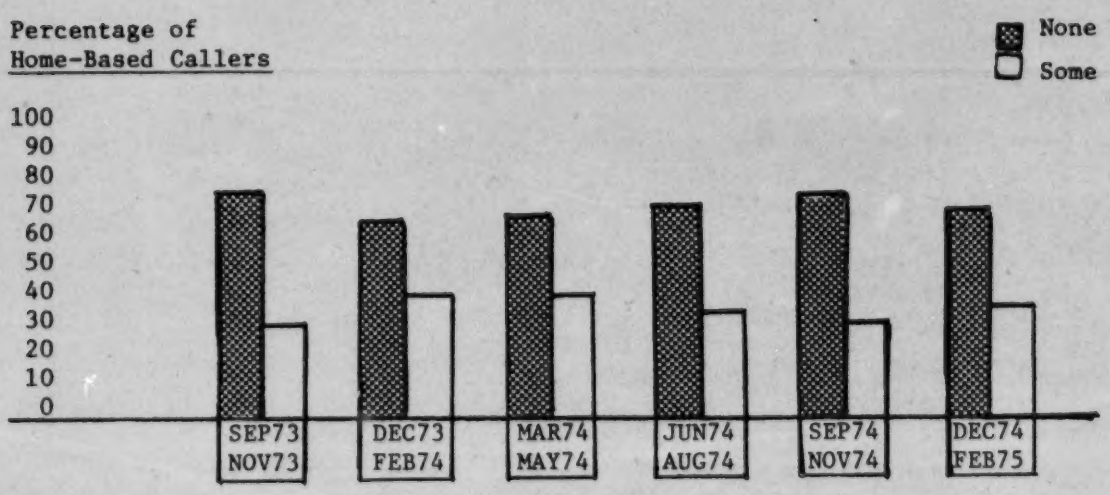
MARITAL STATUS OF HOME-BASED CALLERS BY QUARTER
(N=2730)



callers who were widowed, separated, or divorced gradually increased over time, except for a slight decrease in the fourth quarter.

The following chart illustrates the variation over time in the percentage of callers with and without pre-schoolers in the home.

PRESENCE OF PRE-SCHOOL CHILDREN IN THE
HOUSEHOLD OF HOME-BASED CALLERS BY QUARTER
(N=2276)



Although the proportion of callers who had no pre-school children declined during the first three quarters (from 72% to 63%), it rose during the last three quarters to almost reach its initial level (71%). Exactly the reverse, of course, was true for callers with some pre-school children: an increase during the first three quarters, followed by a decrease in representation over the last three quarters.

Three additional variables were examined in the quarterly trend analysis: level of educational attainment, number of years since completion of school, and number of years since last full-time job. The trend data for these three variables is summarized in the table on the following page. Inspection of the table reveals, as with the demographic variables discussed earlier, no major trends occurred over time. There were, however, some minor overall trends and slight fluctuations from quarter to quarter. In terms of educational attainment, the percentage of people at the three levels remained about the same over the six quarters, with the exception of the fourth quarter when the number of high school graduates increased and the number in the other two categories decreased.

There were two general trends over time with regard to years since completion of school. While the proportion of callers who had been out of school for more than 15 years tended to decline over time, the proportion who were out of school from two to five years tended to increase. After a noticeable increase from the first to the second quarter, the proportion of those who had left school between six and 15 years before calling the Service remained relatively constant during the remaining quarters. The most fluctuation occurred among those who had been out of school for one year or less -- a steady decrease in their representation over the first three quarters (from 25% to 14%), a jump to 25% in the fourth quarter, and once again a steady decline to 16% in the final quarter.

	SEP73 NOV73	DEC73 FEB74	MAR74 MAY74	JUN74 AUG74	SEP74 NOV74	DEC74 FEB75	Number	Overall Percentage
EDUCATIONAL ATTAINMENT (N=2721)								
Less Than High School	19%	21%	19%	16%	21%	15%	511	19%
High School Only	46	47	43	50	44	44	1247	46
More than High School	35	32	39	34	35	41	963	35
YEARS SINCE COMPLETED SCHOOL (N=2686)								
One or Less	25	17	14	25	21	16	538	20%
Two-Five	22	27	26	26	32	32	733	27
Six-Fifteen	25	34	34	31	31	32	836	31
Over Fifteen	28	22	26	18	16	20	579	22
YEARS SINCE LAST FULL-TIME JOB (N=2721)								
One or Less	45	44	47	50	54	49	1298	48%
Two-Five	16	20	18	18	14	24	495	18
Six-Fifteen	18	18	20	14	16	15	461	17
Over Fifteen	9	6	6	6	5	4	169	6
Never Worked Full-Time	12	11	9	12	11	10	298	11

In terms of the number of years since their last full-time job, there were no major trends observed. There was a slight increase over time among people who had full-time jobs within a year of the time they called the Service (from 45% to 49%) and a decrease among those whose last full-time work was over 15 years earlier (from 9% to 4%). The proportion of callers who had worked full-time from two to five years earlier fluctuated somewhat, reaching

its highest level during the final quarter. There was also a decrease from the first three quarters to the last three quarters in the number of people whose last full-time work was six to fifteen years prior to calling the Service. There was only minor variation over time among those people who had never worked full-time.

How Did People Learn of the Career Counseling Service?

In an effort to determine the relative drawing power of various outreach modes, intake clerks asked all callers how they learned of the Career Counseling Service. People were asked to cite both general sources (e.g., television, newspaper, radio, community organization, or individuals) as well as specific sources (e.g., the name of a newspaper, TV station, or organization). When callers cited mass media, they were also asked to indicate the type of message (e.g., an advertisement, article, public service announcement, or show). This section will describe the results of outreach efforts for the 2979 home-based adults who called the Service between August 8, 1973, and March 31, 1975.

Intake clerks recorded as many as three outreach modes mentioned by callers with the data reflecting the total times a mode was mentioned, regardless of whether it was mentioned first, second, or third. The relative frequency with which each outreach mode was mentioned and the percentage of callers who mentioned each mode are presented in the table on the following page.

Inspection of the table reveals that three outreach modes accounted for three quarters (75.7%) of the replies: television (mentioned 35.4% of the time), newspaper (22.6%), and personal referrals (17.7%). All other modes accounted for the remaining 24.3% of the responses.

Outreach Mode	Total Times Mentioned	% of Times Mentioned	% of Home-Based Callers Who Mentioned Mode
Television	1223	35.4%	41.1%
Newspaper	779	22.6	26.1
Personal Contact	610	17.7	20.5
Agency/Organization	253	7.3	8.5
Radio	94	2.7	3.2
Resource Center	79	2.3	2.7
Telephone Call	47	1.4	1.6
Poster/Display	35	1.0	1.2
Other	332	9.6	11.2
TOTAL	3452	100.0%	116.1%*

*Totals to more than 100% because callers could mention more than one mode.

Slightly over two-thirds (67.2%) of the callers mentioned either television (41.1%) or newspapers (26.1%) as a source of information about the Service. Personal referrals from friends, relatives, or Project personnel were mentioned by one out of every five (20.5%) callers. Additional sources of information included agencies or organizations (8.5%), radio (3.2%), the Resource Center (2.7%), the telephone canvass (1.6%), and posters or displays (1.2%). Most of the 11.2% of the people who mentioned "other" modes said they learned of the Service from listings in the telephone book.

It is important to note here that throughout the life of the Project, television and newspapers attracted the largest numbers of callers. However, special studies indicated that, although television attracted a larger number of callers, newspapers proved somewhat more efficient than television in attracting a higher proportion of home-based callers.

Merely knowing that a certain percentage of callers said "television" or a "newspaper," however, did not provide the Project with sufficient information about its outreach efforts. Consequently, when callers mentioned the mass media, intake clerks asked them to indicate the specific medium or type or message that they had heard of seen. The resulting data are summarized in the following discussion.

More than nine out of ten (92%) callers who cited television as an information source said that they had seen the Project's message on one or more of the three commercial stations in the Greater Providence market. Of the remainder, less than 1% mentioned any additional television stations, and 6% were unable to recall which channel had featured the message.

Of the three local commercial stations, Channel A was mentioned twice as often as the other two, being cited by almost half (49%) of the callers who mentioned television. Channel B accounted for almost one-quarter (23%) of those citing television, while Channel C accounted for about one-fifth (19%). Not surprisingly, the station mentioned most frequently by callers was generally the first in local market ratings of television media.

When asked whether they had learned of the Project from a show or a public service announcement, nearly all (95%) of the callers who cited television said they had seen one of the Project's public service announcements, with only 4% mentioning a television show. These results were not unexpected, even though spot announcements accounted for about 65% of the Project's televised air time and guest appearances on shows accounted for 35% of the television time during this Period: Project representatives appeared on ten shows and public service announcements appeared almost 700 times.

Newspapers were the second most frequently mentioned outreach mode, cited by over one-fourth (26%) of the callers. Almost all (97%) of those

mentioning newspapers cited either the morning, evening, or Sunday editions published by the Providence Journal. The evening and Sunday editions were mentioned most frequently, both by more than 40% of those mentioning newspapers as a source of information.

About 95% of the Project's newspaper coverage was obtained through advertisements, while 5% was through articles. Yet, articles were cited by almost one-fifth (19%) of the people who mentioned newspapers, with advertisements cited by 81%. The greater comparative "payoff" of articles may have been due to their being perceived as more credible than advertisements, although there are no data to substantiate this interpretation.

Personal contacts were the third most frequently mentioned source of information about the service, being mentioned by one-fifth (21%) of the callers. Individuals who mentioned personal referrals most often said they had learned of the Service from a friend (63%) or a relative (26%). Another 5% said they had been referred by someone on the Project's staff. The remaining 6% indicated that they had been referred by someone other than a friend, relative, or Project employee.

Overall, radio was mentioned by only 3% of the callers. As with television, almost all (96%) of those mentioning the radio cited public service announcements. In terms of specific stations, two stations accounted for one-half of all responses. There was little use of radio after the fall of 1973.

Did the Drawing Power of Outreach Modes Change Over Time?

As mentioned earlier, important functions of the Outreach component were to regulate the flow of callers to the Counseling Service, increase the percentage of home-based who called, and attract people from different subgroups of the home-based population. To carry out these functions, staff varied or examined outreach modes over time in order to learn more about their relative drawing power with different segments of the population. This section will discuss variations over time in the frequency with which callers mentioned different outreach modes. As with the previous quarterly analysis, the data are presented in terms of three-month intervals, beginning September 1973 and continuing through February 1975. The table on the following page summarizes the percentage of home-based callers mentioning the various outreach modes by quarter.

A close examination of the table will reveal that the three outreach modes which attracted the largest numbers of home-based callers (television, newspaper, and personal referral) were also the ones which varied the most over time. By far the most fluctuation occurred in the number of people mentioning newspapers, ranging from a high of 36% in the first quarter, gradually trailing off to a low of 9% in the fifth quarter, and then sharply increasing to 27% in the final quarter. The number of callers mentioning television showed substantial fluctuation over time, varying from a high of 47% in the second quarter to a low of 31% in the final quarter. There was a steady increase in the number of clients mentioning personal referrals over the six quarters, beginning with 15% during the first quarter and ending with 26% in the sixth quarter.

Outreach Mode	SEP73 NOV73	DEC73 FEB74	MAR74 MAY74	JUN74 AUG74	SEP74 NOV74	DEC74 FEB75	Overall Percentage
Television	38%	47%	36%	42%	46%	31%	41%
Newspaper	36	32	23	27	9	27	26
Personal Referral	15	15	20	24	28	26	21
Agency/Organization	3	9	10	7	9	9	9
Radio	4	4	5	2	2	1	3
Resource Center	1	3	4	2	5	1	3
Telephone Canvass	-	-	11	-	-	-	2
Poster/Display	1	1	2	1	2	-	1
Other	13	6	8	13	14	16	11
	110%*	117%	119%	118%	115%	111%	117%

*Totals to more than 100% because callers could mention more than one outreach mode.

Two major factors combine to explain these variations in the three major outreach modes: advertising placement and time. Television's drawing power, for instance, rose noticeably from the first (38%) to the second quarter (47%), following the release of new public service announcements to the stations.

Because the Project paid for newspaper advertisements, their placement could be more readily controlled than radio and television public service announcements. Therefore, newspaper ads were used when television spots were becoming somewhat less effective, as well as when there was a temporary need to increase the number of home-based callers. Additionally, newspaper ads were not run when new elements in other media were being tried or when it was necessary to hold down the number of new callers.

This policy explains why the percentage of home-based callers mentioning newspapers dropped sharply from the fourth (27%) to the fifth (9%) quarter, for there was no newspaper coverage at all in the months prior to and during the quarter in which the decrease was so dramatic. This same policy explains why the percentage of callers mentioning newspapers decreased from the second (32%) to the third (23%) quarter.

The steady increase over the six quarters in the number of persons mentioning personal referrals, on the other hand, seemed more a function of "word of mouth" and the Service's growing reputation than of any specific outreach activity. Although the data are not reflected in the quarterly analysis here, virtually no one mentioned a personal referral during the first several months of operation. After a year of service to more than 1700 people, the percentage of callers mentioing personal referrals from a friend or relative had jumped to 15% (first quarter reflected in this trend analysis). The percentage of callers citing personal referrals continued a steady rise into the fifth and sixth quarters, when 28% and 26%, respectively, of the callers were mentioning individual referrals from friends or relatives.

A similar situation occurred with referrals from agencies and organizations, which were virtually nonexistent in the early months of the Project's life. Eventually, they accounted for about 10% of the home-based who called the Service. This was due in large part to the efforts of counselors and community information staff, as well as other Project personnel who interacted with various agencies, organizations, and institutions in the community.

As the trend data indicate, the number of callers mentioning radio, the Resource Center, posters or displays, and other outreach modes did not vary substantially over the period. Those mentioning telephone canvass,

however, were concentrated in the third quarter as a result of the Project's experimental telephone canvass during that period.

What Was the Relationship Between Outreach Modes and Selected Caller Characteristics?

Because all outreach efforts do not reach the same audiences and because messages are often presented differently, an important question was related to the frequency with which different kinds of people mentioned the various outreach modes. This section examines the relationship between outreach mode and seven important caller characteristics: sex, age, race, education, total family income, marital status, and the number of children under 18 years of age at home. For purposes of this analysis, several of the outreach modes (e.g., Resource Center, Telephone Canvass, and Poster/Display) have been combined into the "Other" category.

The distribution of outreach modes by each of the seven demographic characteristics of home-based callers is summarized in the table on the following page.

In terms of the relationship between sex of caller and outreach mode, the results indicate that men and women were just as likely to cite television as a referral source (41% of both) and almost as likely to call the Service as a result of the personal referral of a friend or relative (20% and 23%, respectively). Newspapers, however, tended to be mentioned more frequently by women (28%) than by men (20%). This tendency may be attributed in part to the placement of about half the Project's newspaper coverage in the "women's section" of local newspapers. There was very little, if any, difference in the percentage of males and females mentioning the other outreach modes.

DISTRIBUTION OF OUTREACH MODES BY SELECTED DEMOGRAPHIC CHARACTERISTICS

Demographic Variables		MODES Television	Newspaper	Personal Referral	Agency/ Organization	Radio	Other Modes	Total Percentage	Total N
(Total)		41%	26%	21%	9%	3%	17%	117%*	2979
SEX	Female	41	28	20	8	3	17	117	2248
	Male	41	20	23	10	3	17	114	730
AGE	16-24 Years	43	18	23	10	3	17	114	1160
	25-39 Years	39	28	20	8	3	17	115	1263
	40 and Over	42	40	16	7	3	13	121	539
RACE	White	41	27	21	8	3	17	117	2753
	Black	50	13	21	13	3	14	114	119
	Other	42	15	21	10	0	17	105	48
EDUCATION									
	Less Than High School	49	16	20	8	3	14	110	538
	High School Only	45	24	21	8	3	16	117	1351
	More Than High School	33	34	21	10	3	19	120	1046
TOTAL FAMILY INCOME									
	Under $5,000	41	18	23	12	4	16	114	934
	$5-9,999	45	24	19	8	3	17	116	899
	$10-14,999	41	37	19	5	3	15	120	591
	$15,000 and Over	34	38	20	8	3	16	119	348
MARITAL STATUS									
	Married	44	30	17	7	3	16	117	1544
	Sep.,Wid.,Div.	37	23	23	12	3	16	114	465
	Never Married	38	21	25	10	4	18	116	936
NUMBER OF CHILDREN UNDER 18 AT HOME									
	None	39	22	22	10	4	19	116	1350
	One or More	43	30	20	7	3	14	117	1597

*Totals to more than 100% because callers could mention more than one mode.

With regard to age, the results indicated a strong relationship between age and frequency of citing the newspaper as a referral source, with the percentage of callers mentioning newspapers increasing markedly with age. Callers who were 40 years old and over cited newspapers twice as often as did callers between 16-24 years of age (40% and 18%, respectively), and about one-third more often than did callers between 25-29 years of age, 28% of whom mentioned the newspaper as a referral source. With the exception of a slight tendency for personal referrals to decrease as age increased, there was only minor variation in the frequency with which the three age groups mentioned the other outreach modes.

In terms of race, the data indicate that blacks were somewhat more likely to mention television (50%) than whites and other minorities (41% and 42%, respectively), with whites much more likely to mention the newspaper (27%) than blacks and other minorities (13% and 15%, respectively). There were no other noticeable variations, with the exception of a slight tendency for blacks to mention agency referrals more frequently (13%) than whites (8%) or other minorities (10%).

An analysis of the relationship between outreach mode and level of education of callers reveals several interesting variations. Overall, the higher the educational level, the less likely callers were to mention television as a referral source and the more likely they were to mention the newspaper as a source of information about the Service. Specifically, about one-half of those with less than a high school education and a high school education only (49% and 45%, respectively, mentioned television as a referral source, compared to only one-third (33%) of those with more than a high school education. Conversely, one-third (34%) of those with more than a high school education mentioned newspapers, with one-fourth (24%)

of the high school graduates and 16% of those with less than a high school education citing the newspaper as a source of information about the Service. There were no other noticeable relationships observed between level of education and outreach mode.

The frequency with which outreach modes were mentioned also varied noticeably in relation to total family income, with the lower the income of callers the less likely to mention the newspaper and the more likely to cite an organizational referral. Callers with a total family income of more than $15,000 per year were more than twice as likely (38%) to mention the newspaper as a referral source as those with a total family income of under $5,000 per year (18%). The lowest income callers were also more likely to cite an agency referral (12%) than were callers at the other three income levels (8%, 5%, and 8%, respectively). There was also a tendency for callers of the highest income level to cite television as a referral source less frequently (34%) than those of the three lower levels (41%, 45%, and 41%, respectively).

With regard to marital status, married people were more likely than other groups to mention television (44%, compared to 37% and 38%) and the newspaper (30%, compared with 23% and 21%). Further, married people were somewhat less likely than the other groups to cite personal referrals (17%, compared to 23% and 25%) or agency referrals (7%, compared to 12% and 10%).

The presence or absence of children in the callers' households was related slightly to the outreach modes of television and radio. Compared to callers without children at home, callers with at least one child under 18 cited newspapers more frequently (30% compared to 22%) and mentioned television slightly more often (43% compared to 39%).

HOME-BASED CLIENTS OF THE CAREER COUNSELING SERVICE

Introduction

The previous section focused on the characteristics of home-based adults who called the Career Counseling Service. This section will examine a series of questions about the home-based clients of the Service. The distinction between callers and clients is an important one. Clients were defined by Project staff to include all callers who completed the Intake Interview with an intake clerk and who had one or more contacts with a counselor. Because the Service was designed to provide individualized assistance, people with simple information requests as well as people who spent many hours talking with a counselor were considered to be clients.

The data to be presented and discussed below are based on 1157 clients for whom the most complete information was available. These clients entered the Service between March 4, 1974, and March 31, 1975. The Intake Interview Form (described in the previous section on home-based callers) was completed for 1157 clients and the Initial Interview Recording Form (IIRF) was completed for 1137 clients. Both instruments are presented in Appendix B.

The baseline stage of data collection was essentially concerned with answering the question, "What are people like when they enter the Service?" As exemplified by the importance given to it in the previous section on home-based callers, demographic information collected by intake clerks was a major aspect of baseline data. Counselors, as well as intake clerks, were responsible for collecting information during the baseline stage of

data collection. While much of the information collected by them was demographic in nature, the reasons for obtaining it were based on the counseling as well as the research needs of the Project. In fact, this was an area where the collaboration between counseling and research staff was most evident. That is, during initial counseling interviews, counselors and clients were quite obviously discussing such important matters as previous educational or work experience and future career plans. Given the research nature of the Project, then, a logical next step was to train counselors to collect specific data systematically within the broad content areas they would be discussing with clients during initial counseling interviews.

The counselor's major goals during the initial counseling interview were to establish rapport with the client and to obtain information necessary for developing a counseling plan of action. Using the semi-structured format of the IIRF as a guide, counselors engaged clients in a discussion of such important areas as expectations from career counseling, educational and work background, initial career objectives, and problems which could prevent implementation of career decisions. The information recorded by counselors on the IIRF was also used by research staff to answer important questions related to the baseline stage of data collection. The specific data items collected during the initial counseling interview and recorded on the IIRF included the following:

- Expectations from Counseling
  - reasons for calling the Service
  - where the client would like counseling to lead
- Present Career Objectives
  - occupations mentioned by client
  - client's knowledge about occupations
  - client's commitment to engage in education or training

- Work Experience

  types of jobs held
  duration of employment
  usual occupation

- Educational Experience

  highest grade completed
  type of high school program
  college major or degree
  client's statement of academic performance
  special training or course work completed
  past or potential ETR problems

- Career-Related Obstacles or Constraints

  type of constraint to be resolved
  client's perception of order of difficulty of constraints

- Other Life Experiences

  special skills or talents
  volunteer experience

The results to be presented in this section of the report will be based on a number that is less than the total number of clients who completed an intake interview and an initial counseling interview. This is true for a number of reasons. First, some questions did not apply to all clients. For example, if a client had no college experience, questions regarding college major were inappropriate. Second, some clients refused to answer some of the questions they were asked by counselors. To illustrate, clients who merely wanted, say, the name and address of a local educational institution often thought that questions about their prior academic performance or previous educational difficulties were inappropriate or invasions of their privacy. Further, the responses of some clients to items on the IIRF were simply not codeable, despite probes by counselors. For example, a response of "I would like to work with children", unless further clarified, could not be categorized by occupational skill level. Finally, because of the extensive and intensive nature of the IIRF, answers to some questions were not always ascertained or recorded by counselors.

For all these reasons, therefore, the number of respondents will vary somewhat from item to item. The data related to each of the research questions are based on the number of persons who responded to an appropriately asked question with a codeable response.

Utilizing information from both the Intake Interview Form and Initial Interview Recording Form, the following major questions are addressed in this section:

- What Were the Demographic Characteristics of Clients?
- What Were Clients' Expectations from Counseling?
- What Were the Initial Career Objectives of Clients?
- What Were Clients' Initial Thoughts About Further Education or Training?
- What Were the Occupational Experiences of Clients?
- What Were the Educational and Training Experiences of Clients?
- What Constraints Were Mentioned Initially by Clients?

What Were the Demographic Characteristics of Clients?

An examination of the demographic characteristics of home-based clients and callers indicates that they were quite alike. Keeping in mind the distinction between callers and clients made at the beginning of this section, callers and clients shared almost identical profiles. Inspection of the table on the following page will reveal that the demographic differences between callers and clients were minor or virtually nonexistent.

Comparison of the Demographic Characteristics of Callers and Clients

		% of Callers (N=2974)	% of Clients (N=1157)
Sex	Female	75.5	74.5
	Male	24.5	25.5
Race	White	92.5	92.5
	Black	4.0	4.1
	Other Minorities	1.6	2.6
	Refusal	0.8	0.5
	Other and NA*	1.1	0.2
Age	16-19 years	11.8	9.5
	20-24 years	27.2	30.1
	25-29 years	19.7	21.0
	30-34 years	15.3	15.8
	35-39 years	7.4	7.1
	40-44 years	6.4	6.2
	45-49 years	5.2	5.0
	50-60 years	5.7	4.8
	60 or More years	0.7	0.2
	Other and NA	0.5	0.3
Marital Status	Married Now	51.8	51.2
	Never Married	31.4	32.9
	Separated, Widowed, Divorced	15.6	15.8
	Other and NA	1.1	0.1
Total Number of Children Less Than 18 At Home	None	45.3	46.4
	One	18.2	18.2
	Two	19.0	18.5
	Three	10.2	10.5
	Four or More	6.2	6.3
	Other and NA	1.0	0.0
Total Number of Children Less Than 6 At Home	None	66.7	67.8
	One	20.4	19.9
	Two	10.1	10.4
	Three or More	1.7	1.9
	Other and NA	1.0	0.0

		% of Callers (N=2974)	% of Clients (N=1157)
Total Family Income	Less than $5,000	31.4	30.4
	$5,-10,000	30.2	30.8
	$10,-15,000	19.9	21.6
	Over $15,000	11.7	11.8
	Refusal	1.7	2.1
	Don't Know	4.0	3.2
	Other and NA	1.2	0.2
Highest Grade Completed	Grade School(1-8)	3.3	2.6
	Some High School(9-11)	14.8	13.8
	High School Diploma(12)	45.3	46.6
	Some College(13-15)	17.8	16.8
	College Degree(16)	14.0	16.1
	Graduate School(17+)	3.4	3.5
	Other and NA	1.4	0.7
Years Since Completed School	1 year or Less	19.5	19.8
	2-5 years	26.1	28.6
	6-15 years	30.1	31.5
	15 or More years	21.6	18.9
	Other and NA	2.7	1.1
Work Status	Not Working	81.8	81.8
	Working Part-Time	18.1	18.0
	Other and NA	0.0	0.1
Years Since Last Full-Time Job	1 year or Less	46.7	49.0
	2-5 years	18.0	18.0
	6-15 years	16.7	15.7
	15 or More years	6.2	5.7
	Never worked Full-Time	10.9	11.1
	Other and NA	1.5	0.5
Years At Last Full-Time Job	1 year or Less	46.8	50.9
	2-6 years	28.4	31.6
	7 or More years	5.2	5.1
	Never worked Full-Time	10.9	11.1
	Other and NA	8.9	1.2

*NA indicates that data were not ascertained.

What general summary statements, then, can be made about the demographic characteristics of the home-based clients served by the Career Education Project's Career Counseling Service? Overall, they tended to be white (93%), female (75%), married (51%), and between 20 and 35 years of age (67%). While about two-thirds (68%) of the clients had no preschoolers in the home, slightly over one-half (54%) did have some children under 18 living at home. In general, clients came from lower income families, with almost one-third (30%) reporting yearly family incomes of less than $5,000 per year, and another one-third (31%) annual family incomes of $5-$10,000.

Overall, the clients tended to be more educated than the Rhode Island population, with about one-half (47%) completing high school and over one-third (36%) attending college for at least some period of time. One-half (50%) had been out of school for six years or longer, and one-fifth (20%) had left school within one year of calling the Service.

Overall, most clients (82%) were not working when they called the Service, with the remainder (18%) working part-time. About one-half (49%), however, had worked full-time within one year prior to their calling. For about one out of five (21%) clients, it had been six years or longer since their last full-time job, with about one in ten (11%) having never worked full-time. About one-half (51%) of the clients worked at their last full-time job for less than one year, with about one-third (32%) having worked between two and six years, and 11% having never worked full-time.

In an effort to learn more about the characteristics of the home-based client population, Project staff examined the interrelationships among demographic data. Selected demographic variables were examined in terms of their relationship to four major variables: sex, age, educational level,

and total family income. In combination, each of these specific cross-tabulations was thought of as a subset of the total population as follows:

Sex (by)	Age (by)	Education (by)	Income (by)
Race	Sex	Sex	Sex
Age	Race	Age	Age
Education	Education	Total Family Income	Education
Total Family Income	Total Family Income	Marital Status	Marital Status
Marital Status	Marital Status		
Years Since Last Full-Time Job			

The table on the following page summarizes the relationship between sex of clients and six other demographic variables. Specifically, it presents the distribution by sex for race, age, education, total family income, marital status, and number of years since last full-time job.

As reflected in previous analyses, the ratio of men to women was about three to one, with almost all of the clients being white. In terms of the relationship between sex and race, the distribution by race was almost exactly the same for the two sexes. Over nine out of ten (93% of the men and the women) were white, with the remainder (7% and 6%, respectively) being black or of other minorities.

In terms of age, 40% of all clients were 16-24 years of age, with 44% being 25-39 years, and 17% being 40 years of age or older. A closer inspection of age and sex data indicates that women represented a larger percentage of clients at all age levels, with women between 25-39 years of age accounting for one-third (34%) and women of 16-24 years accounting for one-fourth (26%) of all clients. A comparison of the age patterns between men and women

	SEX							
	N	% of Females	% of all Clients	N	% of Males	% of all Clients	N	% of all Clients
RACE:								
White	798	93%	70%	272	93%	24%	1070	94%
Black	33	4	3	15	5	1	48	4
Other	26	3	2	4	1	1	30	3
TOTAL	857	100%	75%	291	100%	26%	1148	100%
AGE:								
16-24 Years	302	35%	26%	156	53%	14%	458	40%
25-39 Years	388	45	34	120	41	10	508	44
40 & Over	169	20	15	19	6	2	188	17
TOTAL	859	100%	75%	295	100%	26%	1154	100%
EDUCATION:								
Less Than High School	130	15%	11%	60	20%	5%	190	16%
High School Only	420	49	37	119	40	10	539	47
More Than High School	304	36	26	116	39	10	420	36
TOTAL	854	100%	74%	295	100%	25%	1149	100%
TOTAL FAMILY INCOME:								
Under $10,000	482	59%	44%	226	80%	21%	708	65%
$10,000 & Over	330	41	30	56	20%	5	386	35%
TOTAL	812	100%	74%	282	100%	26%	1094	100%
MARITAL STATUS:								
Married	478	59%	44%	90	32%	8%	568	52%
Wid., Sep., Div.	158	19	15	22	8	2	180	17
Never Married	175	22	16	170	60	15	345	31
TOTAL	811	100%	75%	282	100%	25%	1093	100%
YEARS SINCE LAST FULL-TIME JOB:								
Less than 1 Year	344	40%	30%	223	77%	19%	567	49%
2-4 Years	142	17	12	28	10	2	170	14
5 or More	277	32	24	9	3	1	286	25
Never Worked F-T	98	11	9	30	10	3	128	11
TOTAL	861	100%	75%	290	100%	25%	1151	100%

Note: Percentages do not always total exactly due to rounding error.

reveals that male clients tended to be younger than female clients. Among men, over one-half (53%) were between 16 and 24 years of age, compared to about one-third (35%) of the women who were in this age group. In addition, male representation decreased much more rapidly with age than did female representation. While one-fifth (20%) of female clients were 40 years of age or older, only 6% of the men fell into this age category.

With regard to educational attainment, almost one-half (47%) of the clients had a high school diploma, with no college experience; over one-third (36%) had some college experience; and 16% had less than a high school education. As with age, women represented a larger percentage of clients at all education levels. Women with high school diplomas only (37%) and some college experience (26%) accounted for nearly two-thirds (63%) of all clients. In terms of the distribution of education levels for men and women, the results indicate that they were fairly similar, with a slight tendency for more men to have less than a high school education (20% and 15%, respectively), and more women to have a high school diploma only (49% and 40%, respectively).

Out of all clients, about two-thirds (65%) reported total family incomes of less than $10,000 per year, with one-third (35%) reporting annual family incomes of more than this. Overall, out of every ten clients, four were women with family incomes of under $10,000, three were women with incomes greater than $10,000, and two were men with annual incomes of less than $10,000. The results indicate a marked difference between the sexes with regard to this variable. Male clients were much more likely (80%) than women (59%) to report a yearly family income of less than $10,000. Further, women reported total family incomes of greater than $10,000 more than twice as often as did men (41% and 20%, respectively).

In terms of marital status, the results indicate that one-half (52%) of the clients were married, one-third (31%) were never married, and the remaining 17% were widowed, separated, or divorced. Married women accounted for the largest percentage of clients, more than four out of every ten (44%) served by the Project. As with total family income, there appears to be a substantial difference between the distribution of men and women on this variable, with women much more likely to be married than men (59% and 32%, respectively), and with men much more likely to have never been married than women (60% of the men compared to 22% of the women).

As reflected in previous analyses, clients tended to be recent full-time workers, with one-half (49%) having worked full-time within one year prior to their calling the Service. Inspection of the table will reveal substantial variation between men and women in the number of years since their last full-time job. Men were almost twice as likely (77%) as women (40%) to have worked full-time within one year prior to calling the Service; while women were far more likely (32% compared to 3%) to have been out of the full-time labor force for five or more years. Interestingly, almost the same proportion of men and women, one out of ten, had never worked full-time.

Project staff also examined the relationship between age of clients and selected additional demographic variables. The table on the following page presents the relative distributions by age for the variables of sex, race, educational level, total family income, and marital status. For purposes of this analysis, two age levels are used: under 30 years of age and 30 years or over.

	AGE							
	N	% Under 30 Yrs.	% of all Clients	N	% Over 30 Yrs.	% of all Clients	N	% of all Clients
SEX:								
Female	463	66%	40%	396	87%	34%	859	74%
Male	238	34	21	57	13	5	295	26
TOTAL	701	100%	61%	453	100%	39%	1154	100%
RACE:								
White	643	95%	58%	424	97%	38%	1067	96%
Black	33	5	3	15	3	1	48	4
TOTAL	676	100%	61%	439	100%	39%	1115	100%
EDUCATION:								
Less than H.S.	131	19%	11%	58	13%	5%	189	16%
High School Only	313	45	27	226	51	20	539	47
More than H.S.	255	36	22	163	36	14	418	36
TOTAL	699	100%	60%	447	100%	39	1146	100%
TOTAL FAMILY INCOME:								
Under $10,000	499	75%	46%	208	48%	19%	707	65%
$10,000 & Over	162	25	15	223	52	20	385	35
TOTAL	661	100%	61%	431	100%	39%	1092	100%
MARITAL STATUS:								
Married	268	38%	23%	323	71%	28%	591	51%
Wid.,Sep.,Div.	89	13	8	93	21	8	182	16
Never Married	343	49	30	37	8	3	380	33
TOTAL	700	100%	61%	453	100%	39%	1153	100%

Note: Percentages do not always total exactly due to rounding error.

In terms of the distribution of clients by sex and age, the data indicate that women under 30 years accounted for 40% of all clients, followed by women over 30 years (34%), men under 30 (21%), and men over 30 (5%). Inspection of

the distribution by age level reveals that the over-30 age group contained a much higher percentage of women (87%) than the under-30 group (66%). Conversely, men were nearly three times as likely to be in the under-30 group (34%) as they were in the over-30 category (13%).

There was no difference in the relative percentages of whites and blacks represented in the two age categories, with both groups being comprised of almost all whites. Similarly, the educational attainment levels of the two age groups were almost the same.

In contrast to race and education, the data indicate substantial, although not surprising, differences between the two age groups in total family income and marital status: younger clients had lower family incomes and were more likely to be single than were older clients. Among clients under 30 years of age, three-fourths (75%) reported total family incomes of less than $10,000 per year, compared with one-half (48%) of those clients over 30. In terms of marital status, 49% of the under-30 group were never married, compared to only 8% of the over 30 group. Almost three-fourths (71%) of those over 30 and 38% of those under 30 were married.

The relationship between educational level of clients and several additional demographic variables was also a matter of some interest to Project staff. The table on the following page summarizes the relative distributions by educational attainment level for the variables of sex, age, total family income, and marital status. For purposes of this analysis, two educational attainment levels were used: high school education or less and more than a high school education (i.e., some college experience). When categorized in this way, about two-thirds (64%) of the clients were in the former and one-third (36%) in the latter category.

	EDUCATION							
	N	% High School or Less	% of all Clients	N	% More Than High School	% of all Clients	N	% of all Clients
SEX:								
Female	550	75%	48%	304	72%	26%	854	74%
Male	179	25	16	116	28	10	295	26
TOTAL	729	100%	64%	420	100%	36%	1149	100%
AGE:								
16-24 Years	311	43%	27%	145	35%	13%	456	40%
25-39 Years	283	39	25	222	53	19	505	44
40 & Over	134	18	12	51	12	4	185	16
TOTAL	728	100%	64%	418	100%	36%	1146	100%
TOTAL FAMILY INCOME:								
Under $10,000	483	69%	44%	198	52%	18%	681	63%
$10,000 & Over	219	31	20	186	48	17	405	37
TOTAL	702	100%	64%	384	100%	35%	1086	100%
MARITAL STATUS:								
Married	278	40%	26%	286	74%	26%	564	52%
Wid.,Sep.,Div.	150	21	14	27	7	2	177	16
Never Married	274	39	25	71	18	7	345	32
TOTAL	702	100%	65%	384	100%	35%	1086	100%

Note: Percentages do not always total exactly due to rounding error.

In terms of educational level and sex, the data indicate very little difference in the percentage of men and women in the two educational levels. However, the representation of various age groups for the two educational attainment levels showed some interesting variation. Compared to those with some college experience, clients with a high school education were less likely to be in their middle (25-39) years (39% compared to 53%) and more

likely to be both in their younger years (43% and 35%, respectively) as well as their over-40 years (18% compared to 12%).

The results indicate a not surprising relationship between level of education and total family income. Clients at higher educational levels were more likely to report annual family incomes of over $10,000 than were less highly educated clients (48% and 31%, respectively). In terms of marital status and level of education, the data indicate that clients with some college experience were much more likely (74%) to be married than to have never been married (18%). Clients with a high school diploma or less, on the other hand, were as likely to be married (40%) as to have never been married (39%). Further, while one-fifth (21%) of the clients with a high school education or less were widowed, separated, or divorced, only 7% of those with some college experience were in this category.

The final analysis in this section is concerned with the relationship between two levels of total family income (over and under $10,000 per year) and the variables of sex, age, education, and marital status. The data relevant to this analysis are summarized in the table on the following page.

In terms of the distribution of the sexes within the two income levels, the results indicate that men were twice as likely to be in the under $10,000 group as they were in the higher income group (32% and 15%, respectively). In terms of age, the results also show a substantial difference between the two income levels. Not surprisingly, young adults were twice as likely to be represented in the lower (47%) than in the higher income category (24%). This strong positive relationship between age and income is also apparent at the other end of the spectrum, with older adults (40 and older) about twice as likely to be in the higher as in the lower income group (23% and 12%, respectively).

	TOTAL FAMILY INCOME							
	N	% Under $10,000 Per Year	% of all Clients	N	% Over $10,000 Per Year	% of all Clients	N	% of all Clients
SEX:								
Female	482	68%	44%	330	85%	30%	812	74%
Male	226	32	21	56	15	5	282	26
TOTAL	708	100%	65%	386	100%	35%	1094	100%
AGE:								
16-24 Years	330	47%	30%	91	24%	8%	421	39%
25-39 Years	289	41	26	206	54	19	495	45
40 & Over	88	12	8	88	23	8	176	16
TOTAL	707	100%	64%	385	100%	35%	1092	100%
EDUCATION:								
Less than H.S.	141	20%	13%	34	9%	3%	175	16%
High School Only	342	49	31	164	43	15	506	47
More than H.S.	219	31	20	186	48	17	405	37
TOTAL	702	100%	64%	384	100%	35%	1086	100%
MARITAL STATUS:								
Married	280	40%	26%	288	75%	26%	568	52%
Wid.,Sep.,Div.	153	22	14	27	7	2	180	16
Never Married	274	39	25	71	18	7	345	32
TOTAL	707	100%	65%	386	100%	35%	1093	100%

Note: Percentages do not always total exactly due to rounding error.

The expected relationship between education and income is also evident in the table. Those clients with less than a high school diploma were represented twice as often in the lower income (20%) than in the higher income category (9%). Likewise, clients with some college experience were much more likely (48%) to report total family incomes of over $10,000 than they were to report lower incomes (31%).

Income level was also related to marital status. In the higher income category, clients were much more likely to be married (75%) than to fall into

any one of the other categories. Among lower income clients, however, the likelihood of being married or never having been married was almost exactly the same (40% and 39%, respectively). Compared to clients in the over $10,000 category, clients in the lower income group were over three times more likely to be widowed, separated, or divorced (22% compared to 7%).

Thus far, this section has described the client population in terms of a number of important demographic characteristics. Additional information collected by counselors during initial counseling interviews greatly expanded the information obtained during the baseline stage of data collection. This additional information included data regarding clients' expectations from career counseling, their initial career objectives, educational and work experience, and problems hindering the implementation of career decisions. The data pertaining to these additional areas of the initial counseling interview are presented and discussed in the sections which follow.

What Were Clients' Expectations From Counseling?

In order to be responsive to the needs of clients, counselors must know why clients call and what they expect to get from the Service. This broad issue of client expectations may be addressed by seeking answers to two generic questions: "What are your reasons for calling?" and "Where would you like counseling to lead?" These two questions were asked of all clients early in initial counseling interviews.

When clients were asked their reasons for calling the Service, their responses were grouped into two broad categories: career-related expectations and expectations related to supportive service assistance. Career-related expectations included requests for help in:

- choosing a career, job, or occupation (Career Choice)
- choosing educational or training resources (ETR Choice)
- conducting a job search (Job Search)

Since the categories were not mutually exclusive, clients sometimes mentioned more than one reason for calling the Service. Clients tended to mention more than one reason, with a total of 1639 reasons being mentioned by 1084 clients. Overall, reasons having to do with Career Choice (alone or in combination with either of the other two major categories) or ETR Choice (alone or in combination) were mentioned most frequently. Requests for help with the Job Search (alone or in combination) were made about one-half as often as the other two.

The following table summarizes the number and percentage of respondents mentioning each major category of expectations as well as combinations of them.

Expectations from Counseling	Number of Respondents	Percentage of Respondents
Career Choice	233	21.5%
ETR Choice	225	20.8
Job Search	116	10.7
Career Choice and ETR Choice	291	26.8
Career Choice and Job Search	98	9.0
ETR Choice and Job Search	32	3.0
Career and ETR Choice and Job Search	67	6.2
Other Reasons	22	2.0
TOTAL	1084	100.0%

Inspection of the table above indicates that slightly over one-quarter (26.8%) of the respondents mentioned both Career Choice and ETR Choice.

About one-fifth of the respondents said they were interested in Career Choice only (21.5%) or ETR Choice only (20.8%). About one in ten (10.7%) respondents mentioned Job Search as their only reason for calling, and about the same proportion mentioned Career Choice combined with Job Search (9.0%). Assistance with a combination of all three major categories was mentioned by 6.2% of the respondents.

In an attempt to determine the kinds of additional assistance clients might need in order to make and implement career decisions, their reasons for calling were also grouped into supportive service categories. The results indicate that only slightly more than one in ten (12%) clients mentioned the need for obtaining career-related supportive services during initial counseling interviews. Of the respondents, however, over two-thirds (69.1%) mentioned only the need for financial support. About one in ten (10.1%) clients expressed a need for testing, with 7.2% indicating a need for child care, and another 7.2% expressing interest in both financial support and child care. The results regarding initial expectations for supportive services are summarized below.

Expectations for Supportive Services	Number of Respondents	Percentage of Respondents
Financial Support	96	69.1%
Testing	14	10.1
Child Care	10	7.2
Financial Support and Child Care	10	7.2
Financial Support and Testing	1	0.7
Other	8	5.8
TOTAL	139	100.0%

As mentioned previously, in addition to asking clients why they had called, counselors also asked them where they would like counseling to lead. Intended to help identify clients' perceptions of the desired end-points or goals of counseling, responses were grouped into the following major categories:

- Made a career decision (Career Decision)
- Enrolled in an educational or training program (ETR Enrollment)
- Obtained a job (Obtain Job)

A total of 1600 specific responses were made by 1082 clients in answer to questions about the desired end-points of counseling. As with reasons for calling, clients tended to place more emphasis on ETR Enrollment and Career Decision-making (alone or in combination with each other) than on any of the other categories.

The following table summarizes the number and percentage of respondents identifying each major goal category, as well as combinations of categories.

Client Goals Expressed at Entry	Number of Respondents	Percentage of Respondents
Career Decision	121	11.2%
Enrollment in ETR	221	20.4
Obtain Job	156	14.4
Career Decision and Enroll	274	25.3
Career Decision and Job	101	9.3
Enrollment and Job	44	4.1
Career Decision, Enroll, & Job	88	8.1
Other	77	7.1
TOTAL	1082	100.0%

The results presented above indicate that the most frequent goal mentioned by respondents (25.3%) was a combination of Career Decision and ETR Enrollment. Those who mentioned ETR Enrollment only accounted for one-fifth (20.4%) of the respondents. The goal of simply obtaining a job was mentioned by 14.4% of the respondents, closely followed by the goal of just making a career decision (11.2%). These two goals in combination were mentioned by 9.3% of the clients. A combination of all three goals was mentioned by 8.1% of the clients, with 4.1% expressing a combination of enrollment in an ETR and obtaining a job.

Another general area of interest to Project staff was the relationship between demographic characteristics of clients and the expectations and goals they brought to career counseling. In more specific terms, the question posed by staff was, "Do different kinds of clients vary in their expectations from counseling?" The table on the following page presents data relevant to this question by summarizing the relationship between expectations from counseling and ten demographic variables.

With only one or two exceptions, the results indicate no major relationships between clients' demographic characteristics and their expectations from counseling. However, a number of slight trends and interesting tendencies are apparent and will be presented below. In terms of sex, the results indicate a modest difference in the expectations of men and women. Women were slightly more likely than men to mention Career Choice only (23% compared to 17%) and a combination of Career and ETR Choice (28% and 23%, respectively). Men, on the other hand, were slightly more likely than women (25% compared to 19%) to mention ETR Choice only.

An examination of the pattern of expectations by race indicates that the expectations of white, black, and other ethnic minorities were similar.

EXPECTATIONS FROM COUNSELING
BY SELECTED DEMOGRAPHIC CHARACTERISTICS

Demographic Characteristics		Career Choice (C)	EIR Choice (E)	Job Search (J)	C & E	C & J	E & J	C / E / J	Other	Total	Total N
(Total)		22%	21%	11%	27%	9%	3%	6%	2%	100%	1084
SEX	Female	23	19	10	28	9	3	6	2	100	812
	Male	17	25	13	23	9	3	7	2	100	272
RACE	White	22	20	11	27	9	3	6	2	100	1001
	Black	22	26	9	35	4	0	2	2	100	46
	Other	21	24	7	28	7	3	7	3	100	29
AGE	16-24 Years	20	24	10	26	8	4	6	2	100	420
	25-39 Years	23	21	9	28	9	2	7	1	100	479
	40 & Over	20	13	18	27	12	3	5	3	100	183
EDUCATION											
	Less than High School	14	30	11	32	4	4	4	2	100	171
	High School Only	22	24	5	32	6	3	5	2	100	500
	More than High School	24	13	18	18	15	2	8	2	100	412
YEARS SINCE COMPLETED SCHOOL											
	1 Year or Less	17	20	16	22	16	4	3	2	100	215
	2-5 Years	21	23	10	29	6	2	8	2	100	303
	6-15 Years	24	22	6	29	6	3	8	2	100	344
	Over 15 Years	23	17	12	26	11	4	5	2	100	210
TOTAL FAMILY INCOME											
	Under $5,000	21	19	11	30	9	3	6	2	100	329
	$5-10,000	21	22	11	27	8	3	6	2	100	332
	$10-15,000	21	21	12	25	10	4	6	2	100	233
	Over $15,000	23	17	12	26	12	2	6	2	100	133
MARITAL STATUS											
	Married	22	21	11	28	8	2	6	2	100	561
	Wid., Sep., Div.	24	16	8	30	12	3	5	1	100	171
	Never Married	19	22	11	24	9	4	8	3	100	351
NUMBER OF CHILDREN UNDER 6 YEARS											
	None	20	19	13	26	11	3	6	2	100	736
	Some	25	25	6	29	6	2	6	1	100	348
YEARS SINCE LAST FULL-TIME JOB											
	1 Year or Less	19	20	13	27	11	3	7	1	100	526
	2-5 Years	22	24	8	29	7	2	7	2	100	200
	6-15 Years	28	17	10	25	9	3	7	1	100	174
	Over 15 Years	27	16	10	24	10	3	6	5	100	63
	Never Worked Full-Time	22	27	10	30	5	3	1	3	100	115
YEARS AT LAST FULL-TIME JOB											
	1 Year or Less	21	22	10	26	10	4	7	1	100	551
	2 Years	24	15	12	31	8	1	7	2	100	170
	3 or More Years	21	19	11	27	9	3	7	3	100	233

Note: Percentages do not always total exactly due to rounding error.

Some minor variations, however, did occur. A slightly greater percentage (26%) of black clients requested help with choosing an ETR than did white clients (20%). Also, Career Choice combined with ETR Choice was mentioned by a higher percentage of blacks (35%) than whites (27%) or other minorities (28%). On the other hand, slightly more of the white clients mentioned Job Search combined with Career Choice than did blacks (9% compared to 4%).

With a couple of exceptions, expectations from counseling appear to be unrelated to age. The percentage of clients expressing interest in ETR Choice only appears to decrease with age, with 24% of the clients between 16-24 years and 13% of the clients who were 40 years and over mentioning the need for assistance in choosing an educational or training resource. Further, expressions of interest in only the job search process was found more often (18%) among clients who were 40 years or older than in the two younger age categories (9% and 10%, respectively).

Perhaps the greatest variation in expectations is observed for different educational levels. In general, clients with less education were more likely to express an interest in choosing a school, while clients with more education were more likely to mention Career Choice and the Job Search. ETR Choice only was cited as a reason for calling by 30% of the clients with less than a high school education and by only 13% of the clients who had more than a high school education. In addition, the percentage of clients expressing interest in Career Choice combined with ETR Choice was lower (18%) for those clients with some college experience than for clients at the two lower educational levels (32% for each). However, interest in obtaining help with the Job Search only or a combination of Job Search and Career Choice was expressed more frequently by clients with more than a high school educa-

tion (18% and 15%, respectively) than by clients with only a high school education (5% and 6%, respectively) or less than a high school education (11% and 4%, respectively). Further, clients with a high school diploma or some college were more likely to mention Career Choice only (22% and 24%) than were clients with less than a high school education (14%).

While several minor trends are observed in the relationship between expectations and the amount of time clients had been out of school, the results generally indicate little, if any, difference. For example, virtually the same percentage of clients who had completed their school experience between 2-5 and 6-15 years ago expressed interest in each category of expectation. Minor variation is also observed in the relationship between two other demographic variables -- total family income and marital status -- and expectations from counseling.

With regard to the presence or absence of preschoolers in the household, some small but interesting differences emerged. A slightly higher percentage of clients with no preschoolers mentioned Job Search only (13%) or Career Choice combined with Job Search (11%) than did clients with some preschool children (6% for both categories). Further, slightly more of the clients with some preschool children mentioned Career Choice only (25%) and ETR Choice only (25%) than did clients with no preschoolers (20% and 19% for the two categories).

An examination of the relationship between expectations from counseling and two employment variables -- number of years since the last full-time job, and the number of years worked at the last full-time job -- also reveals minor variation. Clients who had not worked full-time for quite a while (6-15 years and over 15 years) mentioned just Career Choice more frequently (28% and 27%) than clients in the two more recent work experience groups (19% and 22%,

respectively). Further, clients who had not worked full-time for a long period of time were less likely (17% and 16%) to mention only ETR Choice than more recent workers (20% and 24%, respectively) or those who never worked full-time (27%).

In addition to the previous analyses of clients' expectations from counseling, a trend analysis of reasons for calling was made over three quarterly periods (June 1974 to February 1975). Overall, this analysis revealed minor or no variation over time in the frequency with which various expectations from counseling were expressed by clients of the Service.

What Were the Initial Career Objectives of Clients?

Clients enter any career counseling service with a variety of thoughts about where they are headed occupationally. To function effectively, counselors must identify and respond to the initial career objectives of clients. In order to determine their occupational preferences during initial interviews, counselors asked their clients to identify the occupations, careers, or jobs they were considering. Overall, specific occupations were mentioned by about one-half of the 1092 respondents, with approximately one-quarter naming a general field, and slightly less than one-tenth mentioning both an occupation and a field. Slightly more than one out of ten respondents mentioned neither an occupation nor a field at the time they called the Service.

Counselors recorded the first two occupations mentioned by the client. However, a comparison of the distributions of first- and second-mentioned occupations revealed virtually no differences on the dimensions of field and level. Therefore, the results to be presented below are based solely on the first occupation mentioned.

The occupations mentioned by clients were categorized by occupational level and field (using a modified version of the Roe System), as well as by

the Occupational Census Code used in the 1970 Census. The classification systems are summarized in the table below and are presented in detail in Appendix C.

Occupational Level (Roe System)	Occupational Field (Roe System)	Occupational Census Code
Professional	Service	Professional, Technical & Kindred
Skilled	Business Contact	Managers & Administrators
Semi-Skilled	Business Organization	Sales Workers
Unskilled	Technology	Clerical & Kindred
	Outdoor	Craftsmen & Kindred
	Science	Operatives
	General Culture	Transport Equipment Operatives
	Arts, Entertainment, & Recreation	Laborers
		Farmers & Farm Managers
		Service Workers
		Private Household Workers

The use of the Roe Occupational System presented some minor coding problems, since a few occupations are in more than one field or skill level. When occupations of this nature were reported and there was no other clarifying information, they were not categorized by field. When an occupation was identified and it could be assigned to more than one level, the lower occupational level code was assigned. Occupations were identified and coded by level for 59% and by field for 68% of the 1137 clients. The results regarding level and field are summarized in the table on the following page.

In terms of the skill level of initial career objectives, the results indicate that slightly over one-third (35.2%) of the respondents mentioned occupations at the semi-skilled level, followed by 29.1% who identified professional level occupations. About one in five (21.5%) clients mentioned skilled occupations, with 14.3% citing unskilled occupations as their initial preference.

Level and Field of Initial Career Objectives (Roe System)	Number of Respondents	Percentage of Respondents
Level:		
Professional	195	29.1%
Skilled	144	21.5
Semi-skilled	236	35.2
Unskilled	96	14.3
TOTAL	671	100.0%
Field:		
Service	241	31.3%
Business Organization	175	22.7
Arts, Entertainment and Recreation	102	13.2
Technology	81	10.5
Science	71	9.2
General Culture	65	8.4
Business Contact	30	3.9
Outdoor	6	0.8
TOTAL	771	100.0%

When initial career objectives are examined in terms of field, the results indicate that two broad fields -- Service and Business Organization -- accounted for over one-half (54%) of the occupations mentioned by respondents. Occupations in the field of Arts, Entertainment, and Recreation were mentioned by 13.2% of the clients, with 10.5% in the field of Technology and 9.2% in the Science field. The remainder (13.1%) of occupations cited as initial career objectives were in the fields of General Culture (8.4%), Business Contact (3.9%), and the Outdoors (less than 1%).

The responses of well over one-half (58%) of the clients were identified and categorized by the Occupational Census Code. These results are presented in the table on the following page.

Occupational Census Code of Client's Initial Career Objective	Number of Respondents	Percentage of Respondents
Professional, Technical & Kindred	294	44.8%
Managers & Administrators	15	2.3
Sales Workers	17	2.6
Clerical & Kindred	124	18.9
Craftsmen & Kindred	62	9.5
Operatives	8	1.2
Transport Equipment Operatives	2	0.3
Laborers	5	0.8
Farmers and Farm Managers	1	0.2
Service Workers	128	19.5
Private Household Workers	-	-
TOTAL	656	100%

Inspection of the table reveals that almost one-half (44.8%) of the initial career objectives were in the Professional, Technical, and Kindred area. Occupations in this area were mentioned far more frequently than in other areas. Service workers were mentioned by 19.5% of the respondents, and about the same percentage (18.9%) mentioned Clerical and Kindred workers. About one-tenth (9.5%) of the respondents mentioned occupations in the Craftsman and Kindred area as their initial career objective. The remainder (7.4%) cited occupations in the other seven occupational areas.

For those clients who were able to cite an occupational preference during the initial interview, counselors asked several questions to ascertain how much they knew about their initial career objectives. These questions were related to the nature of the work performed, education or training requirements, and employment projections. Counselors then rated the clients' level of knowledge as "good", "average", or "poor". The data regarding the level of clients' knowledge about their initial career objectives are summarized in the table on the following page.

Clients' Knowledge of Initial Career Objective	Number of Respondents	Percentage of Respondents
Good	189	29.7%
Average	283	44.4
Poor	165	25.9
TOTAL	637	100.0%

As indicated in the table above, just under one-half (44.4%) of the clients who identified an occupation were rated as having an "average" amount of knowledge of the occupation's duties, training requirements, and employment outlook. The level of knowledge was rated as "good" for 29.7% of the clients and as "poor" for 25.9%.

Another area of interest to Project staff was the relationship between demographic characteristics of clients and the level and fields represented by their initial career objectives. The specific question of interest was, "Do different kinds of clients initially identify occupations at different skill levels and in different fields?" The table on the following page summarizes the relationship between skill level of clients' initial career objectives and ten demographic variables.

Inspection of the table reveals that almost the same percentages of women and men mentioned initial career objectives at the semi-skilled (35% and 36%) and unskilled (15% and 14%) occupational skill levels. While a greater percentage of women than men mentioned career objectives at the professional level (31% compared to 25%), men were slightly more likely than women to mention skilled occupations (26% compared to 20%).

INITIAL CAREER OBJECTIVES (LEVEL) BY SELECTED DEMOGRAPHIC CHARACTERISTICS

Demographic Characteristics	Professional	Skilled	Semi-skilled	Unskilled	Total	Total N
(Total)	29%	22%	35%	14%	100%	671
SEX						
Female	31	20	35	15	100	512
Male	25	26	36	14	100	159
RACE						
White	29	21	36	14	100	621
Black	28	28	21	24	100	29
Other	39	17	33	11	100	18
AGE						
16-24 Years	25	23	38	14	100	276
25-39 Years	37	21	31	12	100	293
40 & Over	19	19	40	21	100	109
EDUCATION						
Less than High School	14	15	50	22	100	111
High School Only	20	25	40	16	100	327
More than High School	49	20	22	9	100	232
YEARS SINCE COMPLETED SCHOOL						
1 Year or Less	33	21	35	12	100	136
2-5 Years	30	24	33	13	100	181
6-15 Years	32	21	33	14	100	224
Over 15 Years	16	20	44	21	100	122
TOTAL FAMILY INCOME						
Under $5,000	23	23	37	17	100	198
$5-10,000	28	17	39	16	100	209
$10-15,000	30	22	37	12	100	152
Over $15,000	48	27	19	6	100	81
MARITAL STATUS						
Married	32	20	36	12	100	347
Widowed, Separated, Divorced	24	23	35	18	100	106
Never Married	27	24	34	16	100	217
NUMBER OF CHILDREN UNDER 6 YEARS						
None	26	22	37	16	100	449
Some	36	21	32	10	100	222
YEARS SINCE LAST FULL-TIME JOB						
1 Year or Less	26	22	37	15	100	327
2-5 Years	26	25	32	17	100	126
6-15 Years	43	17	32	8	100	109
Over 15 Years	24	15	33	24	100	34
Never Worked Full-Time	31	19	37	13	100	70
YEARS AT LAST FULL-TIME JOB						
1 Year of Less	31	20	36	13	100	338
2 Years	29	27	32	12	100	114
3 or More Years	26	21	34	19	100	140

Note: Percentages do not always total exactly due to rounding error.

Although the number of black clients in this analysis is quite small, the results indicate no difference between white and black clients in the frequency with which initial career objectives were at the professional level (29% and 28%, respectively). However, blacks were more likely than whites to name skilled occupations (28% compared to 21%) and unskilled occupations (24% compared to 14%) as their initial career objectives. Occupations at the semi-skilled level were mentioned by a greater percentage of whites than blacks (36% compared to 21%).

The level of initial career objectives appears to be related to age. Over one-third (37%) of the clients in the 25-39 age category mentioned professional level occupations (compared to 25% of clients 16-24 years of age and 19% of clients who were 40 years or older). On the other hand, clients in the 25-39 year group were less likely to name occupations at the semi-skilled level (31%, compared with 38% and 40% for other age groups). Clients who were 40 years or older mentioned unskilled occupations more often (21%) than clients in the two younger age categories (12% and 14%).

Career aspirations at entry seem highly related to educational level. About seven out of ten (72%) clients with less than a high school education named semi-skilled (50%) or unskilled (22%) initial career objectives at entry, with 56% of the high school graduates mentioning semi-skilled (40%) or unskilled (16%) occupations. Although it is low compared to clients in the other two education categories, a surprisingly large number (31%) of those clients with some college experience cited occupations at the semi-skilled (22%) and unskilled (9%) levels. Conversely, professional level careers were cited with increasing frequency as education increased: 14% of those with less than a high school education, 20% of those who graduated

from high school only, and 49% of those with more than a high school education cited professional level jobs. Initial career aspirations at the skilled level were expressed by a somewhat higher percentage of high school graduates (25%) than of those clients with less than high school (15%) and those with college experience (20%).

The number of years since completing school was generally not related to expectations from counseling, with the exception of clients who had been out of school for more than 15 years: a much smaller percentage of them mentioned occupations at the professional level than was the case with other groups (16%, compared with 33%, 30%, and 32%). However, a larger percentage of them mentioned occupations at the semi-skilled level (44%, compared to 35%, 33%, and 33%) and unskilled level (21%, compared to 12%, 13%, and 14%).

As might be expected, the higher the total family income (TFI), the more likely it was for higher skill level jobs to be stated as initial career objectives. Nearly one-half (48%) of the clients with a TFI of more than $15,000 named professional level jobs, compared to 30% in the $10-$15,000 group, 28% in the $5-$10,000 group, and 23% in the under $5,000 group. The pattern was reversed for semi-skilled and unskilled career objectives: clients with a TFI of more than $15,000 per year were much less likely than clients in the lower income categories to mention semi-skilled (19%, compared to 37%, 39%, and 37%), and unskilled occupations (6%, compared to 17%, 16%, and 12%). Interestingly, clients in the $10-$15,000 group were very similar to clients in the two lower income groups in the frequency with which skilled, semi-skilled, and unskilled occupations were mentioned as initial career objectives.

Skill level of initial career objectives was slightly related to marital status and the presence of preschoolers in the home. A slightly higher

percentage of married clients than clients in the other two groups mentioned professional level career objectives (32%, compared to 24% and 27%). Further, clients with at least one preschooler at home were more likely to express professional level career objectives than were those with no preschool children (36% compared to 26%). On the other hand, a slightly higher percentage of clients with no preschoolers expressed objectives at the semi-skilled (37%) and unskilled (16%) levels than those with preschoolers (32% and 10% for the two levels).

In terms of initial career objectives and absence from the labor force, clients who had been out of the full-time labor force for six to fifteen years were somewhat different from all other groups. They were more likely (43%) to name professional level occupations than clients in the four other groups (26%, 26%, 24%, and 31%) and less likely (8%) to name unskilled occupations than clients in the other groups (15%, 17%, 24%, and 13%).

In terms of tenure at last full-time job, clients who worked three or more years at their last full-time job were slightly less likely (26%) to cite professional level occupations than those clients who worked two years or less (29% and 31%), and somewhat more likely (19%) to indicate unskilled career objectives than clients in the other two groups (12% and 13%).

The table on the following page summarizes the relationship between demographic variables and the fields represented by the initial career objectives of clients. For purposes of this analysis, the eight fields of the Roe system have been regrouped into five: Business Contact and Business Organization have been combined into one category; Technology and Science have been combined, and General Culture has been combined with Arts, Entertainment, and Recreation.

INITIAL CAREER OBJECTIVES (FIELD)
BY SELECTED DEMOGRAPHIC CHARACTERISTICS

Demographic Characteristics		Service	Business Contact & Organization	Technology & Science	Gen. Culture, Arts, Ent., Recreation	Outdoor	Total	Total N
(Total)		31%	27%	20%	22%	1%	100%	771
SEX	Female	36	30	12	21	1	100	584
	Male	18	15	43	23	2	100	187
RACE	White	31	26	20	22	1	100	712
	Black	31	29	14	26	0	100	35
	Other	42	26	11	21	0	100	19
AGE	16-24 Years	32	21	20	27	1	100	306
	25-39 Years	33	23	24	20	1	100	339
	40 & Over	25	50	10	15	0	100	124
EDUCATION								
	Less than High School	35	30	19	17	0	100	119
	High School Only	31	31	22	15	1	100	372
	More than High School	30	20	17	32	1	100	279
YEARS SINCE COMPLETED SCHOOL								
	1 Year or Less	30	18	21	29	2	100	154
	2-5 Years	31	22	23	23	1	100	220
	6-15 Years	35	24	21	19	1	100	245
	Over 15 Years	25	46	12	17	0	100	144
TOTAL FAMILY INCOME								
	Under $5,000	34	25	20	20	2	100	232
	$5-10,000	32	29	18	20	0	100	238
	$10-15,000	27	29	21	23	0	100	168
	Over $15,000	27	22	23	27	1	100	96
MARITAL STATUS								
	Married	32	28	17	21	1	100	385
	Widowed, Separated, Divorced	31	37	17	15	0	100	131
	Never Married	30	19	25	26	1	100	254
NUMBER OF CHILDREN UNDER 6 YEARS								
	None	28	27	21	23	1	100	521
	Some	37	25	18	19	1	100	250
YEARS SINCE LAST FULL-TIME JOB								
	1 Year or Less	30	25	22	22	1	100	387
	2-5 Years	31	31	18	20	0	100	139
	6-15 Years	32	25	16	25	2	100	126
	Over 15 Years	34	44	10	12	0	100	41
	Never Worked Full-Time	39	19	20	20	1	100	74
YEARS AT LAST FULL-TIME JOB								
	1 Year or Less	30	25	19	25	1	100	402
	2 Years	32	28	25	15	0	100	126
	3 or More Years	31	33	17	19	0	100	159

Note: Percentages do not always total exactly due to rounding error.

In terms of the relationship between sex and the fields represented by clients' initial career objectives, the results seem to reflect general patterns of male and female participation in the labor force. Women were twice as likely as men to identify occupations in Service (36% compared to 18%) and Business (30% compared to 15%) fields, with men much more likely than women to mention initial career aspirations in the field of Science and Technology (43% compared to 12%).

There was little relationship between race and the fields represented by clients' initial career objectives. Approximately the same percentages of black and white clients cited occupations in the various career fields, with a slight tendency for a higher percentage of white clients to name occupations in the Technology and Science field (20% compared to 14%).

The career fields did vary somewhat in terms of age, with the most noticeable difference occurring for clients who were 40 years of age or older. Compared to clients in the two younger age categories, clients in the older age group were more likely to mention occupational objectives in the Business field (50%, compared with 21% and 23%) and were less likely to cite occupations in the Technology and Science field (10%, compared to 20% and 24%), the Service field (25%, compared to 32% and 33%), and the General Culture and Arts field (15%, compared to 27% and 20%).

In terms of education, the results indicate that clients with less than a high school education and high school graduates were similarly distributed across the various fields. Those who had more than a high school education, however, were somewhat different from clients at the two lower education levels. Clients with some college experience were less likely to mention occupations in the Business field (20%, compared with 30% and 31%) and more likely to identify occupations in the General Culture and Arts field (32%, compared with 17% and 15%).

Some interesting trends are observed when initial career objectives are examined in terms of the time clients had been out of school. In general, the longer people had been out of school, the more likely they were to be interested in the Business field (from 18% of those out of school less than one year to 46% of those who had completed school over 15 years ago). Conversely, the more recent the departure from school, the more likely clients were to name occupations in the Culture and the Arts field (from 29% of those who left school within one year prior to their calling the Service to 17% of those who completed school over 15 years ago). In addition, compared to the three other groups, clients who completed school more than 15 years ago were less likely to mention career objectives in the Service (25%, compared to 30%, 31%, and 35%) and Technology and Science field (12%, compared to 21%, 23%, and 21%).

The kinds of fields represented by clients' initial career objectives do not appear to be substantially related to income level, with the exception of a tendency for clients in the two higher income groups to be less interested (27% and 27%) in the Service field than clients in the two lower income groups (34% and 32%). There was also a tendency for clients in the highest income group to be less interested in the Business field than clients in the three lower income groups (22%, compared to 25%, 29%, and 29%), and more interested in Culture and the Arts (27%, compared to 20%, 20%, and 23%).

In terms of marital status and occupational field, clients who had never been married were less likely to express interest in the Business field than were clients in the other categories (19%, compared to 28% of the married clients, and 37% of the widowed, separated, or divorced clients). On the other hand, clients who had never been married were somewhat more likely than

clients in the other two categories to mention career objectives in the Technology and Science field (25%, compared to 17% and 17%), and the Culture and Arts field (26%, compared to 21% and 15%).

The presence or absence of preschoolers in the home did not appear to be related to career field, with the exception of a tendency for a higher percentage of clients with one or more preschoolers in the home to mention initial career aspirations in the Service field (37% compared to 28%).

The length of time out of the full-time labor force showed several relationships to career field, with a higher percentage of those who had been out of the full-time labor force for more than 15 years showing interest in the Business field (44%, compared to 31% and 25%). They were less likely to mention interest in the Culture and the Arts field (12%) and the Technology and Science field (10%) than clients in the other groups (20% to 25% and 18% to 16%, respectively).

In terms of the final relationship presented in the table, clients who had worked less than one year at their last full-time job were more likely than clients in the other two groups to mention occupations in the General Culture and the Arts field (25%, compared to 15% and 19%). In addition, there was a tendency for occupations in the Business field to be mentioned more frequently by clients who had worked three or more years at their last full-time job (33%, compared to 25% and 28%).

An examination of clients' initial career objectives over three quarterly periods (June 1974 to February 1975) revealed minor or no variation over time in the frequency with which various occupational levels, fields, and areas were identified by clients.

What Were Clients' Initial Thoughts About Further Education or Training?

As with their initial career objectives, adults entered counseling with a variety of reactions to the prospect of further education or training. Because of the importance of this area, clients were asked a series of questions about the nature and extent of their commitment to pursue education or training. Counselors asked them about their willingness to engage in education or training, when they could begin, their preferences for full-time or part-time study, and how long they were willing to go to school. Their responses are summarized in the table on the following page.

Overall, the results indicate that most clients were willing to engage in some form of education or training (65.1% of respondents), were ready to begin as soon as possible (66.9%), and were prepared to go as long as necessary in order to achieve their objectives (67.7%). Part-time and full-time study were each preferred by about three out of ten clients (33.5% and 29.8%), with a similar percentage (29.8%) expressing no preference.

Further, even though most clients were willing to pursue further education, about one-fifth (21.8%) said they weren't sure, and one-tenth (12.3%) said they weren't willing even to consider the possibility. In addition, although a large majority said they were able to begin their education or training as soon as possible, a significant minority (24.9%) said they would have to wait 4-12 months before enrolling. Finally, even though most clients said they were willing to go to school as long as necessary, about one-tenth (10.7%) said they could only go from 4 to 12 months, with a similar percentage (12.4%) indicating they could attend a maximum of two years.

An analysis was also made of the relationship between demographic characteristics of clients and their willingness to engage in education or train-

	Number of Respondents	Percentage of Respondents
Willingness to Engage in ETR?		
Willing	694	65.1%
Not Sure	232	21.8
Not Considered	9	0.8
Not Willing	121	12.3
TOTAL	1066	100%
When Able to Start?		
As Soon as Possible	595	66.9%
Within 3 months	58	6.5
In 4 months to 1 year	221	24.9
In 2 years or more	6	0.7
Other	9	1.0
TOTAL	889	100%
Attendance Preferences		
Part-time	302	33.5%
Full-time	269	29.8
Part- or Full-time	269	29.8
Evening only	55	6.1
Other	7	0.8
TOTAL	902	100%
Duration of Commitment		
As long as necessary	574	67.7%
3 months or less	24	2.8
4 months to 1 year	91	10.7
2 years	105	12.4
3 or more years	27	3.2
Other	27	3.2
TOTAL	848	100%

ing. The table on the following page summarizes data relevant to the question, "Do different kinds of clients vary in their willingness to pursue further education or training?"

WILLINGNESS TO ENGAGE IN EDUCATION OR TRAINING
BY SELECTED DEMOGRAPHIC CHARACTERISTICS

Demographic Characteristics		Willing	Not Sure	Not Willing	Total	Total N
(Total)		65%	23%	12%	100%	1066
SEX	Female	64	24	13	100	801
	Male	69	20	11	100	265
RACE	White	65	23	13	100	987
	Black	73	18	9	100	45
	Other	75	18	7	100	28
AGE	16-24 Years	69	21	10	100	416
	25-39 Years	67	22	12	100	478
	40 & Over	51	29	20	100	170
EDUCATION						
	Less than High School	76	21	3	100	169
	High School Only	71	23	6	100	499
	More than High School	52	23	24	100	397
YEARS SINCE COMPLETED SCHOOL						
	1 Year or Less	60	21	19	100	209
	2-5 Years	69	20	10	100	301
	6-15 Years	70	22	9	100	345
	Over 15 Years	57	42	2	100	199
TOTAL FAMILY INCOME						
	Under $5,000	66	21	13	100	323
	$5-10,000	68	21	10	100	331
	$10-15,000	63	25	13	100	228
	Over $15,000	55	27	18	100	128
MARITAL STATUS						
	Married	64	23	13	100	548
	Widowed, Separated, Divorced	67	23	9	100	172
	Never Married	66	21	13	100	345
NUMBER OF CHILDREN UNDER 6 YEARS						
	None	62	24	14	100	714
	Some	72	20	8	100	352
YEARS SINCE LAST FULL-TIME JOB						
	1 Year or Less	65	22	13	100	518
	2-5	70	21	9	100	195
	6-15 Years	63	23	14	100	174
	Over 15 Years	51	34	15	100	59
	Never Worked Full-Time	68	21	11	100	115
YEARS AT LAST FULL-TIME JOB						
	1 Year or Less	65	23	12	100	543
	2 Years	65	25	10	100	166
	3 or More Years	63	21	16	100	228

Note: Percentages do not always total exactly due to rounding error.

Inspection of the table reveals that there are minor differences between men and women in the extent to which they indicated a willingness to go to school. In terms of race, however, black clients were somewhat more willing to attend school than were whites (73%, compared to 65%).

Educational commitment also seemed related to age. Older clients (age 40 and above) were less willing to engage in education and training than were clients in the two younger age groups (51%, compared to 69% and 67%). Similarly, older clients were twice as likely to say they were unwilling to go to school as were younger clients (20%, compared to 10% and 12%).

Not unexpectedly, ETR willingness was related to the number of years since completing school: those clients who had been out of school for over 15 years were almost twice as likely (42%) to be uncertain about pursuing further education or training as clients in the other three groups (21%, 20%, and 22%). They were also less likely (57%) than other groups (60%, 69%, 70%) to say they were willing to go to school. However, the longer clients had been out of school, the less likely they were to say they were not willing to go back (from 19% of those who completed school within one year of calling the Service to 2% of those leaving school over 15 years ago).

Total family income did not appear to be related to educational commitment, except for the fact that those who had annual incomes over $15,000 were slightly less (55%) willing to pursue further education than clients in the other income categories (66%, 68%, and 63%), and slightly more (18%) unwilling to go to school (compared to 13%, 10%, and 13%).

While marital status appeared to be unrelated to educational commitment, the presence or absence of preschool children in the home was: a greater percentage (72%) of clients with one or more preschoolers were willing to go to school than those with no preschool children (62%). A slightly higher

percentage of clients with no preschoolers expressed uncertainty (24%) or unwillingness (14%) to go back to school (compared to 20% and 8%, respectively, for clients with preschoolers).

While the number of years clients worked at their last full-time jobs was unrelated to ETP willingness, the number of years since their last full-time job seemed to be substantially related to ETR willingness. When contrasted with clients in the other four groups, clients who had last worked full-time over 15 years prior to calling the Service were much less willing (51%) to pursue further education or training (compared to 65%, 70%, 63%, and 68%), and much more uncertain about whether or not to get more schooling (34%, compared to 22%, 21%, 23%, and 21%). In terms of ETR willingness, clients who had never worked full-time were similar to clients who had worked from one to fifteen years ago and dissimilar to clients who had worked full-time more than fifteen years ago.

What Were the Occupational Experiences of Clients?

As mentioned earlier, about one-half of the clients had worked full-time within one year prior to their calling the Service, about four in ten had worked 2-15 years prior to their calling, and about one-tenth had never worked full-time. In order to learn more about the nature of clients' occupational experiences during the initial interview, counselors asked clients several additional questions, including the total number of years worked (whether part- or full-time) and the nature and extent of the clients' usual occupation and most recent work experience.

The table on the following page summarizes data regarding the total number of years worked by clients.

Total Time Worked	Number of Respondents	Percentage of Respondents
Never Worked	46	4.9%
One year or less	172	18.4
Two years	143	15.3
Three years	134	14.4
Four years	99	10.6
Five years	77	8.3
Six-Fifteen years	218	23.4
Over Fifteen years	44	4.7
TOTAL	933	100 %

Inspection of the table reveals that clients with six to fifteen years of experience in the labor force accounted for almost one-quarter (23.4%) of the respondents, while people who had worked for one year or less accounted for almost one-fifth (18.4%). The least frequent categories also occurred at opposite ends of the spectrum. About one in twenty (4.9%) clients never worked at all (as contrasted with one in ten who never worked full-time), with a similar percentage (4.7%) reporting a total or more than 15 years of work. Respondents who spent 2-5 years in the labor force accounted for about one-half (48.6%) of the respondents, with about the same percentages working two or three years (15.3% and 14.4%, respectively) and four or five years (10.6% and 8.3%, respectively).

In addition to the number of years in the labor force, clients were asked to describe their most recent work experience and to identify what they considered to be their usual occupation.

Using the occupational classification systems described earlier, the table on the following page summarizes the most recent work experience and

the usual occupations of clients in terms of level, field, and occupational census code.

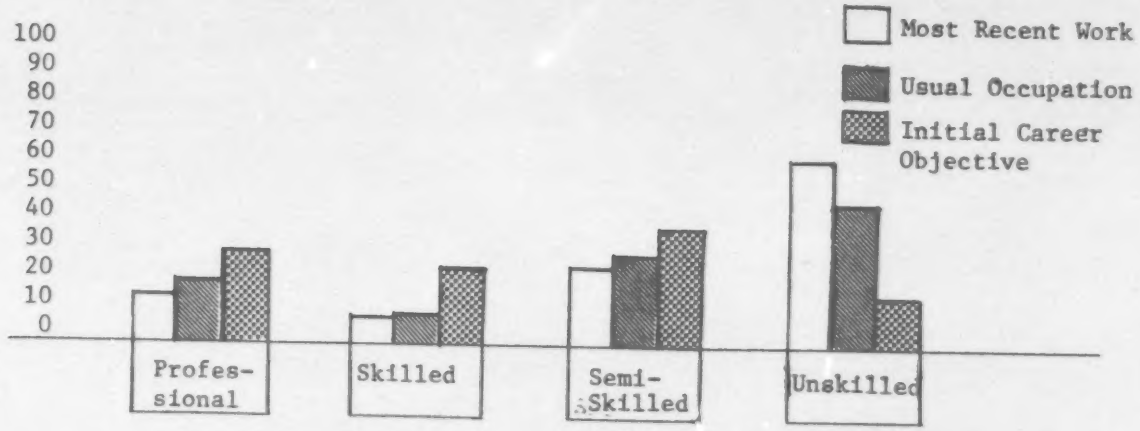
LEVEL, FIELD, AND OCCUPATIONAL CENSUS CODE FOR CLIENTS' MOST RECENT WORK EXPERIENCE AND USUAL OCCUPATION

	MOST RECENT WORK EXPERIENCE		USUAL OCCUPATION	
	Number of Respondents	Percentage of Respondents	Number of Respondents	Percentage of Respondents
LEVEL (Roe System)				
Professional	112	12.2%	103	18.6%
Skilled	65	7.1	43	7.7
Semi-Skilled	204	22.3	159	28.6
Unskilled	535	58.4	250	45.0
TOTAL	916	100.0%	555	100.0%
FIELD (Roe System)				
Service	182	19.9%	106	19.4%
Business Contact	75	8.2	30	5.5
Business Organization	305	33.3	202	37.1
Technology	217	23.7	103	18.9
Outdoor	9	1.0	5	0.9
Science	13	1.4	12	2.2
General Culture	90	9.8	66	12.1
Arts, Entertainment, Recreation	25	2.7	21	3.9
TOTAL	916	100.0%	545	100.0%
OCCUPATIONAL CENSUS CODE				
Professional, Technical and Kindred	150	16.0%	131	23.2%
Managers & Administrators	28	3.0	19	3.4
Sales Workers	76	8.1	33	5.8
Clerical and Kindred	297	31.6	188	33.3
Craftsmen and Kindred	55	5.9	37	6.5
Operatives	127	13.5	51	9.0
Tran. Equip. Operatives	13	1.4	2	0.4
Laborers	29	3.1	19	3.4
Farmers & Farm Managers	1	0.1	0	0.0
Service Workers	153	16.3	83	14.7
Private Hsld. Workers	10	1.1	2	0.4
TOTAL	939	100.0%	565	100.0%

Overall, many more clients (about eight out of ten) provided information about their most recent work experience than their usual occupations (about one-half). However, inspection of the table indicates a similar distribution by skill level, field, and Occupational Census Code for the two occupational experience variables was fairly similar.

In general, the results suggest a tendency for clients to report usual occupations at levels somewhat higher than their most recent work experience. For example, professional and semi-skilled occupations accounted for the most recent work experience of, respectively. 12.2% and 22.3% of the respondents; however, these same two levels accounted for 18.6% and 28.6% of the respondents' usual occupations. Similarly, while 58.4% of the clients' most recent work experience was coded at the unskilled level, only 45.0% of their usual occupations were at this level. Whether considering most recent work experience or usual occupation, the results indicate that the occupational experiences of the clients were primarily at the unskilled level (58.4% and 45.0%, respectively).

While their occupational experiences were, for the most part, semi-skilled and unskilled, their career aspirations were much less likely to be in these two categories. Results described earlier in the discussion of initial career objectives (page 3.26) indicated that 14.3% of the clients identified unskilled and 35.2% identified semi-skilled occupations as their career objectives at entry into the Service. These percentages are substantially lower than those presented for most recent work experience and usual occupation, as the chart on the following page graphically illustrates. This tendency to set future objectives at a higher level than past experience is also apparent at the professional and skilled levels. While only 7.1% of the most recent work experience and 7.7% of the usual occupations of clients



were at the skilled level, over one-fifth (21.5%) of the career objectives they mentioned initially were at the skilled level. The corresponding data for professional level occupations, also illustrated on the chart above, shows the same trend: most recent work experience (12.2%); usual occupation (18.6%); and initial career objective (29.1%).

As presented in the earlier table (page 3.43), the most recent work experience and usual occupations of clients were also categorized by Roe field and Occupational Census Code. As with skill level, although many more clients provided information about most recent work experience than about usual occupation, the distributions across both fields and Occupational Census Codes are very similar. Once again, there is a tendency for usual occupations to present clients in a more positive way. For example, while 16.0% of the clients' most recent work experience was coded at the Professional, Technical, and Kindred level, almost one-fourth (23.2%) of the usual occupations were so categorized.

The more interesting contrast is not, however, between most recent work experience and usual occupation. Rather, it is between these two indicators of occupational experience and the occupations aspired to by clients, as reflected in their initial career objectives. The table below presents this comparison.

FIELD (Roe System)	MOST RECENT WORK EXPERIENCE (N= 916)	USUAL OCCUPATION (N= 345)	INITIAL CAREER OBJECTIVE (N= 771)
Service	19.9%	19.4%	31.3%
Business Contact	8.2	5.5	22.7
Business Organization	33.3	37.1	13.2
Technology	23.7	18.9	10.5
Outdoor	1.0	0.9	9.2
Science	1.4	2.2	8.4
General Culture	9.8	12.1	3.9
Arts, Entertainment, Recreation	2.7	3.9	0.8
TOTAL	100.0%	100.0%	100.0%
OCCUPATIONAL CENSUS CODE	**(N= 939)**	**(N= 565)**	**(N= 656)**
Professional, Technical and Kindred	16.0%	23.2%	44.8%
Managers & Administrators	3.0	3.4	2.3
Sales Workers	8.1	5.8	2.6
Clerical and Kindred	31.6	33.3	18.9
Craftsmen and Kindred	5.9	6.5	9.5
Operatives	13.5	9.0	1.2
Tran.Equip.Operatives	1.4	0.4	0.3
Laborers	3.1	3.4	0.8
Farmers & Farm Managers	0.1	0.0	0.2
Service Workers	16.3	14.7	19.5
Private Hsld. Workers	1.1	0.4	0.0
TOTAL	100.0%	100.0%	100.0%

As with skill level, discussed earlier, the table reveals some interesting differences in the three distributions. In terms of the fields of

the Roe system, there is a tendency for occupations in the Service (31.3%) and Business Contact (22.7%) fields to be mentioned much more frequently as initial career objectives (where clients would like to be) than as indicators of occupational experience (19.9% and 19.4% for Service occupations; 8.2% and 5.5% for Business Contact occupations). Further, while one-third (33.3% and 37.1%) of the occupational experiences were in the Business Contact field, only 13.2% of the clients mentioned initial career objectives in this field. Likewise, the initial career objectives of clients were somewhat less likely than occupational experiences to be in the fields of Technology (10.5%, compared to 23.7% and 18.9%) and General Culture (3.9%, compared to 9.8% and 12.1%). Finally, in contrast to prior work experience, initial career objectives included a substantially higher percentage of Outdoor (9.2%, compared to 1.0% and 0.9%) as well as Science (8.4%, compared to 1.4% and 2.2%) occupations.

In terms of Occupational Census Code, a much higher percentage of clients mentioned occupations in the Professional, Technical, and Kindred area as initial career objectives (44.8%) than as their most recent work experience (16.0%) or their usual occupation (23.2%). Further, the objectives of clients were less likely than their experiences to be in the Clerical and Kindred area (18.9%, compared to 31.6% and 33.3%) and the Operatives area (1.2%, compared to 13.5% and 9.0%).

As a supplementary analysis, Project staff also examined the relationship between the skill level of clients' usual occupations and four demographic characteristics: sex, age, total family income, and education. The results of this analysis are summarized in the table on the following page.

USUAL OCCUPATION (LEVEL)
BY SELECTED DEMOGRAPHIC CHARACTERISTICS

Demographic Characteristics	Professional	Skilled	Semi-skilled	Unskilled	Total	Total N
(Total)	19%	8%	29%	45%	100%	555
SEX						
Female	21	6	29	44	100	431
Male	9	14	28	49	100	124
AGE						
16-24 Years	5	8	19	68	100	168
25-39 Years	27	5	35	33	100	271
40 & Over	19	12	29	40	100	114
TOTAL FAMILY INCOME						
Under $5,000	11	7	19	63	100	158
$5-10,000	15	5	31	48	100	185
$10-15,000	23	9	35	34	100	119
Over $15,000	37	12	33	18	100	73
EDUCATION						
Less than High School	1	3	18	78	100	73
High School Only	3	5	36	56	100	257
More than High School	42	12	24	22	100	224

Note: Percentages do not always total exactly due to rounding error.

As reflected in previous analyses, about three-fourths of the usual occupations of clients were at either the unskilled (45%) or the semi-skilled (29%) level, with about one-fifth (19%) at the professional level and slightly less than one-tenth (8%) at the skilled level.

While the distribution by sex mirrors the total client population at the semi-skilled and unskilled levels, it does not at the two higher skill levels. While one-fifth (21%) of the usual occupations of female clients were professional, only one-tenth (9%) of the males' usual occupations were coded at this level. Conversely, skilled occupations accounted for a higher percentage of men's usual occupations (14%, compared to 6% for women).

In terms of age, a much higher percentage of clients between 16 and 24 years had unskilled usual occupations than clients in the two older age categories (68%, compared to 33% and 40%). In fact, compared to older clients, these younger clients were much more likely to mention usual occupations at the two lowest skill levels. While slightly more than two-thirds of the older clients had usual occupations at the semi-skilled and unskilled level (68% of the 25-39 group and 69% of those 40 and over), almost nine out of ten (87%) clients in the 16-24 age group had semi-skilled and unskilled usual occupations. At the professional level, there was a tendency for those clients in the 25-39 group to be more frequently represented (27%, compared to 5% and 19%), while more clients 40 years and over had usual occupations at the skilled level (12%, compared to 8% and 5%).

As expected, there was a strong relationship between total family income and skill level: the higher the skill level, the higher the total family income; the lower the skill level, the lower the total family income. The same strong relationship was true for skill level and education: as skill level increased, educational level increased; as skill level decreased, so did the level of educational attainment.

In addition, Project staff conducted a quarterly analysis, (June 1974 to February 1975), on the following occupational experience variables:

level and field of usual occupation, Occupational Census Code of usual occupation, and total number of years worked. With one exception, this analysis revealed minor or no variation over time. The one exception was level of usual occupation, with results showing a higher percentage of clients with usual occupations at the semi-skilled level entering the Service during the summer quarter (June to August) than the other two quarters (35.2%, compared to 22.4% and 26.1%). In addition, during the summer quarter, the proportion of clients reporting unskilled usual occupations was just more than one in three (36.7%), compared to about one out of two during the fall and winter quarters (52.8% and 50.0%, respectively).

What Were the Educational and Training Experiences of Clients?

As indicated in previous analyses, almost one-half (48%) of the clients had a high school diploma, about one-third (32%) had some college experience, and the remaining 16% completed less than 12 years of education. In order to obtain additional information on the nature and extent of their educational experiences, counselors asked clients about their high school or college programs, the degrees (if any) they had received, and any other special training they had acquired.

The following table summarizes data regarding the type of high school and college programs that clients were enrolled in at their highest educational level.

High School or College Program	Number of Respondents	Percentage of Respondents
High School	533	60.1%
Commercial	(170)	(19.2)
Academic	(155)	(17.5)
General	(132)	(14.9)
Vocational/Technical	(19)	(2.1)
High School Equivalency	(56)	(6.3)
Other High School	(1)	(0.1)
College	351	39.6%
Liberal Arts & Sciences	(238)	(26.9)
Education	(55)	(6.2)
Business	(40)	(4.5)
Technology	(17)	(1.9)
Other	(1)	(0.1)
TOTAL	884	100.0%

As indicated in the table, 60.1% of the respondents mentioned a high school program, and 39.6% reported a college program. Four curricular backgrounds -- three at the high school level and one at the college level -- accounted for more than three-fourths (78.5%) of all respondents: liberal arts and sciences programs at the college level (26.9%), the high school commercial course (19.2%), the high school academic or college preparatory program (17.5%), and the general course in high school (14.9%). The next most frequently mentioned group of programs included high school equivalency (6.3%), teacher education programs (6.2%), and college business programs (4.5%).

Clients who had reported being enrolled in a college level program were also asked about the highest degree, if any, they had attained. Overall, two-thirds of the clients with some college experience reported that they had acquired a degree. The data relevant to this question are summarized below.

Highest College Degree Attained	Number of Respondents	Percentage of Respondents
Associate Degree	21	9.0%
Bachelor's Degree	178	76.4
Master's Degree	23	9.9
Doctorate	4	1.7
Other Degrees	7	3.0
TOTAL	233	100 %

As indicated above, over three-fourths (76.4%) of the clients who reported attaining a degree had acquired a bachelor's degree, with about one in ten, respectively, reporting a master's degree (9.9%) or an associate degree (9.0%).

In addition to their high school or college programs, clients were asked to indicate any special training or courses they had completed. Overall, four out of ten clients (41%) reported that they had received special training or completed additional courses. Clerical and Office-related courses were mentioned most often (by about one-fifth of the respondents) with slightly over one in ten respondents mentioning other business-related courses, vocational/technical courses, and health-related courses.

What Constraints Were Mentioned Initially By Clients?

In the discussion of clients' expectations from counseling, presented earlier, it was reported that slightly over one-tenth (12.2%) of the clients expressed the need for supportive services to help them resolve such constraints as the need for child care or financial aid. In order to identify

more clearly the nature and extent of career-related constraints, counselors also asked clients to identify the specific obstacles that might prevent them from making or implementing career decisions. When clients identified more than one constraint, they were asked to indicate the one they considered most important. Compared to the relatively small percentage (12.2%) who originally expressed an expectation for supportive service assistance, more than two-thirds (65.9%) identified one or more constraints when the subject was approached directly by counselors. The table below summarizes data regarding the constraints which clients considered most

The results presented in the table leave little doubt that, from the clients' point of view, lack of money was the most important obstacle to the implementation of career decisions, since over two-thirds (68.5%) of the respondents identified finances as the most important constraint. The next

Most Important Client Constraint	Number of Respondents	Percentage of Respondents
Finances	433	68.5%
Child Care	95	15.0
Health	34	5.4
Spouse, Family	27	4.3
Transportation	22	3.5
Length of ETR	8	1.3
Other	13	2.1
TOTAL	632	100%

most frequently mentioned constraint was the need for child care, identified by 15.0% of the respondents. A variety of other constraints were mentioned less frequently, including health difficulties (5.4%), problems with spouse or family (4.3%), and transportation-related problems (3.5%).

An examination of this variable over the three quarterly periods (June 1974 to February 1975) revealed minor or no variation over time in the frequency with which various constraints were identified by clients.

THE PROCESS OF COUNSELING

Introduction

As described earlier, the temporal staging model upon which the Project's research and evaluation activities was based included three stages of data collection -- baseline, process, and outcome. The two preceding sections, which described home-based callers and clients of the Career Counseling Service, presented baseline data and answered a series of research questions specific to that stage. This section will focus on the second stage of data collection -- the process stage -- which was concerned with the nature and extent of selected activities engaged in by counselors and clients during the course of counseling.

The instrument used to collect data about the process of counseling was the Interview Record Form (often referred to as the process form), which is described below and reproduced in Appendix B. The overall purpose of the process form was to obtain data on selected aspects of the career counseling process, such as number of interviews, issues and occupations discussed, resource materials used by counselors and sent to clients, and referrals made to local institutions and agencies. As with all of the Project's data collection instruments, the Interview Record Form was not strictly a research instrument, but was also designed to meet the needs of the counseling staff. It was completed by counselors after each counseling interview and, after a review for completion and accuracy, was coded by research staff. The completed forms were frequently used

in supervisory sessions and, once processed by research staff, became part part of the client's case record.

Inspection of the process form will reveal that it contained a number of items which required the counselor to either check an appropriate category or provide a short, written response. Each item on the form was designed to provide information about important aspects of the counseling process. The principle data items were as follows:

- The interview contact number (first, second, etc.)
- The interview length in minutes ("on-line" time)
- The length of time the counselor spent preparing for the interview ("off-line" time)
- The counseling issues addressed in the interview

  issues related to clients' expectations from counseling
  issues related to clients' initial career objectives
  issues related to education and training
  issues related to work experience
  issues related to other life experiences
  issues related to obstacles or constraints
- The occupations discussed during the interview
- The constraints or obstacles discussed during the interview
- The resource materials used by the counselor and mailed to the client
- The educational institutions, training programs, and supportive service agencies to which the client was referred
- The educational institutions, training programs, and supportive service agencies contacted by the client
- The difficulties reported by the client in contacts with community institutions, programs, or agencies

The data used to answer questions regarding the career counseling process are based upon Interview Record Forms which were completed for each of the counseling interviews for 1157 clients. The period of time during which the data were collected was May 1974 through March 1975. Using information from the process form, this section addresses the following major questions:

- What Was the Average Number of Counseling Interviews?
- What Was the Average "On-line" and "Off-line" Time?
- What Major Issues Were Identified and Addressed in Counseling?
- What Occupations Were Discussed in Counseling?
- What Obstacles or Constraints Were Discussed in Counseling?
- How Were Career-Related Resource Materials Used in Career Counseling?
- What Referrals Were Made to Local Educational and Training Resources?
- What Referrals Were Made to Local Supportive Services?
- What Was the Relationship Between Counseling Process Variables and Clients' Demographic Characteristics?

The following section will present and discuss the results relating to each of these major questions about the counseling process.

What Was the Average Number of Counseling Interviews?

A generic question of importance for any counseling service is related to the nature and extent of the interaction between the service and the client. While the concept of service-client interaction -- the counseling process -- encompasses many variables, the most simple and obvious has to do with the number of interactions between client and counselor.

Data for 1157 clients counseled between May 1974 and March 1975 indicate that the average number of counseling interviews is not atypical of many programs or agencies providing career or personal counseling services. The data supporting this conclusion are summarized in the table below.

Number of Interviews	Number of Clients	Percentage of Clients
One	218	18.8%
Two	271	23.4
Three	227	19.6
Four	137	11.8
Five	93	8.0
Six	68	5.9
Seven	39	3.4
Eight or more	104	9.0
TOTAL	1157	100.0%

Inspection of the chart above reveals that the average number of counseling interviews per client was between three and four (Mean = 3.62), with a range from one to nineteen interviews. The median number of interviews

was three. The data indicate that almost two-thirds (62.8%) of the clients had between two and five interviews. Of the remainder, about the same percentage had one interview (18.8%) as had six or more interviews (18.3%).

What Was the Average "On-line" and "Off-line" Time?

Closely related to the average number of counseling interviews were two additional time-related variables: the duration of each counseling interview, and the amount of time spent by the counselor preparing for each interview. Another way of expressing the former variable is the "on-line" time of counseling interviews. The second variable requires a brief explanation. It was based on the counselor's estimate of the time that was taken to prepare for each counseling interview. In the context of the Career Counseling Service, preparatory activities included such diverse activities as mailing Project-developed materials to the client, searching for pamphlets or briefs in the Occupational Files, examining material in the Resource Center to answer a client's question, or talking with a person in the community, such as a representative of an educational institution or a supportive service agency. The time spent by counselors in supervisory sessions discussing a particular client was not recorded as "off-line" time so as not to inflate artificially the estimate of preparation time.

The data relevant to the question about duration of counseling interviews is summarized in the table on the following page.

Average Length of Interviews	Number of Clients	Percentage of Clients
0- 5 Minutes	56	4.8%
6-10 Minutes	84	7.3
11-15 Minutes	216	18.7
16-20 Minutes	285	24.6
21-25 Minutes	225	19.4
26-30 Minutes	132	11.4
31-35 Minutes	70	6.1
36-40 Minutes	43	3.7
41-45 Minutes	27	2.3
46+ Minutes	19	1.6
TOTAL	1157	100.0%

Based on over 4000 interviews with 1157 clients, the average duration of counseling interviews was slightly over 20 minutes (Mean = 21.2). Inspection of the table above indicates that interviews which averaged from 16-20 minutes in length were the most frequent (24.6%), followed in turn by interviews of 21-25 minutes (19.4%), 11-15 minutes (18.7%), and 26-30 minutes (11.4%). When these four interview length categories are combined, they indicate that almost three-fourths (74.2%) of the interviews with clients averaged between 11 and 30 minutes in length. Slightly more than one in ten (12.1%) averaged ten minutes or less in length, most probably the brief information-providing type of interview. The remainder (13.7%) averaged 31 minutes to more than one hour, undoubtedly reflecting more extensive examination of counseling issues by client and counselor.

The average amount of time spent by counselors preparing for each counseling interview is presented in the table on the following page.

Average Length of Counselor Preparation Time per Interview	Number of Clients	Percentage of Clients
No Preparation	40	3.5%
1- 5 Minutes	97	8.4
6-10 Minutes	349	30.2
11-15 Minutes	436	37.7
16-20 Minutes	145	12.5
21-25 Minutes	47	4.1
26-30 Minutes	20	1.7
31-35 Minutes	9	0.8
36+ Minutes	14	1.2
TOTAL	1157	100.0%

Inspection of the table presented above reveals that the average amount of time counselors spent preparing for interviews with clients was slightly over ten minutes (Mean = 12.4) per interview. The data indicate that for over two-thirds of the clients, the preparation time was between an average of 6-10 minutes (30.2%) and 11-15 minutes (37.7%).

What Major Issues Were Identified and Addressed in Counseling?

As described in the previous section on client characteristics, the initial interview between counselor and client was composed of major sections which addressed the following areas of a client's life and career status:

- Expectations from counseling
- Career objectives
- Educational experience
- Previous work experience
- Career-related obstacles or constraints
- Volunteer and other life experiences

Once the initial interview was completed, the task of the counselor and supervisor was to summarize this information in an attempt to determine which career counseling procedures to use with clients. In order to help counselors and supervisors process this complex information in an efficient and effective manner, Project staff formulated a number of specific questions to ask in relation to each major section of the initial counseling interview. The process of attempting to answer these questions was referred to as the Issue Identification Process, since a negative answer to any of the questions was tantamount to identifying an important counseling issue. The questions of the Issue Identification Process are presented on the following page.

Counselors indicated the specific issues that were addressed during each counseling interview in a section of the Interview Record Form. This section of the form was scanned frequently by counseling supervisors in an attempt to get a grasp of common counseling themes. Project staff expected that, over the course of all interviews for a large number of clients, these data would provide some important clues to the frequency and importance of a variety of generic counseling issues in the specific context of providing career counseling services by telephone to home-based adults.

The table on page 4.10 presents the total number of clients with whom counselors discussed each specific counseling issue at least once as well as the percentage of clients whose counseling experience was characterized by a discussion of each counseling issue.

Inspection of the table reveals, as might well be expected, that there was substantial variation in the frequency with which the various counseling issues were identified and discussed in career counseling. The most and least

COUNSELING ISSUES

Issues related to expectations from counseling:

- Are the Client's expectations from counseling clear?
- Are the client's expectations compatible with the nature and purposes of the Career Counseling Service?

Issues related to initial career objectives:

- Are the client's long- and short-range career objectives clear?
- Has the client done some deliberate and informed thinking in identifying occupations or fields for consideration?
- Has the client considered his or her personal characteristics and qualities in selecting occupations or fields for consideration?
- Do occupations or fields being presently considered relate well to the client's personal characteristics or qualities?
- Are the occupations being presently considered by the client what is really wanted, versus what would be "settled for" in a career?
- Does the client have adequate knowledge about the occupations being presently considered?
- Is the client free from sex-stereotyped thinking in the selection of occupational possibilities?

Issues related to past educational experience and future education or training involvement:

- Has the client done some deliberate and informed thinking about expected involvement in educational or training programs?
- Has the client adequately considered the meaning of past educational experience for future involvement in education or training?
- Does the client have adequate information about the specific educational or training programs which relate to occupations being presently considered?

Issues related to work experience:

- Do the occupations being presently considered represent an improvement over previous jobs held by the client?
- Has the client adequately considered the meaning of previous work experience for future occupations?

Issues related to volunteer activities and other life experiences:

- Has the client adequately considered the implications of volunteer or other life experiences for future occupations?

Issues related to constraints:

- Has the client adequately considered the meaning of (or defined the problem in) each career-related constraint?
- Does the client have adequate knowledge of alternative resources or courses of action available to resolve each constraint?

Counseling Issues	Number of Clients Who Discussed Issue At Least Once	Percentage of Clients Who Discussed Issues
Expectations:		
Expectations clear?	198	17.1%
Expectations compatible with CCS?	134	11.6
Career Objectives:		
Career objectives clear?	691	59.7
Deliberately identified potential occupations?	710	61.4
Carefully considered personal characteristics?	578	50.0%
Occupations related to personal qualities?	371	32.1
Occupations are really desired?	470	40.6
Adequate knowledge about occupations?	667	57.2
Free from sex-stereotyped occupational thinking?	89	7.7
Education Issues:		
Deliberately considered ETR involvement?	666	57.6
Related past experiences to future ETR involvement?	547	47.3
Adequate knowledge of ETR?	570	49.3
Work Experience Issues:		
Potential occupations represent career improvement?	181	15.6
Considered meaning of past work for future occupations?	389	33.6
Constraints:		
Defined the problem?	545	47.1
Adequate information about resources?	463	40.0
Volunteer-Other Experiences:		
Considered career implications of volunteer work?	41	3.5
Other	85	7.3

common counseling issues, discussed one or more times by clients and counselors were related to the lack of deliberate or informed thinking in selecting potential occupations for consideration (61.4%) and the inadequate consideration of the career-related implications of volunteer experience (3.5%).

In the area of expectations from counseling, the lack of clarity of clients' expectations (i.e., the client wasn't sure about what was desired or expected from the Service) was addressed at least once with 17.1% of the clients. Also within the area of expectations from counseling, the incompatibility of clients' expectations with the Counseling Service's capabilities (i.e., the client expected something the Service could not provide, such as job placement, on-the-job training, or high school equivalency instruction) was discussed one or more times with 11.6% of the clients. Another way of looking at the results with regard to the clarity and compatibility of clients' expectations is that they were never identified as a counseling issue for, respectively, 82.9% and 88.4% of the clients.

In the area of career objectives, the most frequently discussed issues were related to the lack of deliberation used by clients in identifying potential occupations (discussed at least once by 61.4% of the clients), the lack of clarity of clients' career objectives (discussed at least once by 59.7%), inadequate information about the occupations that were being considered (one or more times by 57.2%), and a tenuous relationship between characteristics of the person and the occupation being considered (at least once by 50.0%). The issue least frequently identified by counselors in this area had to do with clients selecting potential occupations on the basis of excessive sex-stereotyped thinking (discussed at least once by 7.7% of all clients and approximately 10.0% of female clients).

The three education-related issues (the deliberate consideration of future involvement in education and training, understanding the meaning of past experiences for future involvement, and knowledge of local institutions) were each discussed at least once by about one-half of the clients and not discussed at all by the other half.

In the area of work experience, an important counseling issue had to do with whether or not the occupations being considered represented an improvement over previous jobs held by the client. This was identified and discussed as an issue (i.e., the potential occupations were not an improvement over previous ones) at least once by only 15.6% of the clients. However, this must be contrasted with the question in the career objectives section which asked whether the client was identifying potential occupations that were really desired or that would be "settled for" (using such reasons as lack of time to invest in training or lack of confidence to attempt such training). In this case, the results indicate that, at least once during counseling, 40.6% of the clients were contemplating occupations they were settling for rather than those they wanted or desired.

In the area of contraints, an inadequately defined or specified problem was an issue at least once for about one-half of the clients (47.1%). In addition, lack of information about the nature and availability of supportive services was discussed at least once with 40.0% of the clients.

What Occupations Were Discussed in Counseling?

Another question of relevance in a career counseling context is the number and nature of occupations considered by clients during the process of counseling. The Interview Record Form contained a section for the counselor to record the titles of occupations discussed during each interview with every client. If several occupations were discussed, counselors were instructed to record the names of the two principal ones examined during the session.

Occupations were grouped into categories using Roe's occupational classification system, described in previous sections of this report. An explanation of the classification system and a listing of specific occupations comprising the fields and levels appear in Appendix C. This classification system includes four levels and eight occupational fields, as presented below.

Levels	Fields
Professional	Service
Skilled	Business Contact
Semi-skilled	Business Organization
Unskilled	Technology
	Outdoor
	Science
	General Culture
	Arts, Entertainment, and Recreation

As mentioned above, counselors recorded only the two principal occupations discussed during each interview, regardless of the number of different occupations that may actually have been mentioned or examined. Consequently,

it is impossible (as well as somewhat impractical) to know how many different occupations were actually discussed by counselors and their clients. However, based on data from over 4000 counseling interviews, it is possible to answer a number of questions of importance regarding the nature and frequency of occupations discussed.

One important and interesting question is related to the frequency with which various occupational levels (professional, skilled, semi-skilled, and unskilled) were discussed in career counseling. The table below presents data relevant to this question.

Occupational Levels (Roe System)	Number of Times Discussed	Percentage of Times Discussed
Professional	879	29.0%
Skilled	558	18.4
Semi-skilled	1062	35.1
Unskilled	530	17.5%
TOTAL	3029	100.0%

Inspection of the table reveals that over 3000 specific occupations representing the four Roe fields were recorded by counselors as being discussed with their 1157 clients. The results indicate that occupations representing all four levels were examined frequently in career counseling with the home-based. Most frequently discussed were occupations at the semi-skilled level (35.1%), followed closely by those at the professional level (29.0%). Skilled and unskilled occupations were examined about the same percentage of times (18.4% and 17.5%, respectively).

Another question related to occupational level concerned the frequency with which clients examined occupations at one or another level. Stated simply, the question may be posed as follows: "Do clients tend to restrict themselves to considering only occupations at a single level?" The results, as summarized in the table below, suggest a negative answer to this question.

Occupational Level (Roe System)	Number of Clients Discussing Level at Least Once	Percentage of 1157 Clients Discussing Level at Least Once
Professional	510	44.1%
Skilled	374	32.3
Semi-skilled	639	55.2
Unskilled	338	29.2
TOTAL	1861	160.8%*

*Does not total to 100% because clients considered occupations at different levels during counseling.

The results presented above indicate that well over one-half (55.2%) of the clients discussed occupations at the semi-skilled level at least once during their experience in counseling, with slightly under one-half (44.1%) discussing professional level occupations one or more times during counseling. Occupations at the skilled and unskilled level were discussed at least once by, respectively, 32.3% and 29.2% of the clients. Overall, then, these results suggest that clients did not tend to restrict themselves to the examination of occupations at only one level, but often discussed occupations at different occupational levels during their experience in counseling.

Another question of interest concerns the relative frequency with which various occupational fields (e.g., Service, Business, Science, etc.) were examined by counselors and their home-based clients during the course of

counseling. The table below summarizes the number and percentage of times that the eight occupational fields in the Roe system were discussed.

Occupational Field (Roe System)	Number of Times Discussed	Percentage of Times Discussed
Service	546	23.1%
Business Contact	125	5.3
Business Organization	672	28.5
Technology	273	11.6
Outdoor	32	1.4
Science	127	5.4
General Culture	283	12.0
Arts, Entertainment, and Recreation	301	12.8
TOTAL	2359	100.0%

The table above reveals that occupations representing the eight Roe fields were discussed by clients and counselors alomst 2400 times. The results indicate a fair amount of variation in the frequency with which various occupational fields were examined in career counseling. Occupations within two broad occupational fields — Business Organization and Service -- accounted for more than one-half (51.6%) of the total number of times that occupational fields were discussed, with the former representing more than one-fourth (28.5%) and the latter slightly less than one-fourth (23.1%) of the fields discussed. Also represented fairly frequently in counseling interviews with the home-based were occupations representing the Arts, Entertainment, and Recreation field (12.8%), General Culture (12.0%), and the field of Technology (11.6%). Fields represented fairly infrequently were Science (5.4%), Business Contact (5.3%) and the Outdoors (1.4%).

What Obstacles or Constraints Were Discussed in Counseling?

Counselors also recorded whether or not any career-related obstacles or constraints were discussed by home-based clients during each interview and, if so, the specific nature of the constraint. The question of special interest to Project staff was related to the nature and frequency of constraints for home-based adults in career counseling. The following table summarizes the frequency which clients and counselors discussed constraints, if at all, during counseling.

Number of Times Constraints Discussed During Counseling	Number of Clients		Percentage of Clients	
Not Discussed	349		30.2%	
Discussed:	808		69.8%	
Once		(284)		(24.5)
Twice		(194)		(16.8)
Three times		(120)		(10.4)
Four to six times		(124)		(10.7)
Seven times or more		(86)		(7.4)
TOTAL	1157	(808)	100.0%	(69.8%)

The results indicate that less than one-third (30.2%) of the clients did not discuss constraints with their counselors during the course of their counseling, with well over two-thirds (69.8%) discussing them at least once during their counseling experience. In terms of the number of times that constraints were discussed, the data indicate that one-fourth (24.5%) of all clients discussed a constraint once during counseling, followed by clients who discussed various constraints twice (16.8%) and three times

(10.4%) over the duration of their counseling. About one in ten (10.7%) of the counseling relationships were characterized by four to six separate discussions of various constraints, with the remainder of the clients (7.4%) discussing constraints with their counselor on seven or more occasions. Overall, the results indicate that the examination of career-related constraints was a common occurrence in counseling, with almost 70% of the counseling relationships being characterized by at least one discussion of obstacles to the implementation of career decisions. Additional questions of interest were related to the specific nature of these obstacles or constraints, the frequency with which specific constraints were discussed, and the percentage of clients whose counseling was characterized by the discussion of each specific constraint. The table below summarizes the data relevant to these questions.

Constraints	Number of Clients Who Discussed Constraints at Least Once During Counseling	Percentage of 1157 Clients Who Discussed Constraint
Financial	609	52.6%
Child care	220	19.0
Spouse/family	152	13.1
Health	146	12.6
Transportation	129	11.1
Length of ETR	26	2.2
Personal, including problems with emotions and confidence	20	1.7
Education	18	1.6
Language Barrier	13	1.1
Age	3	0.3
Other	29	2.5
TOTAL	1365	117.8%*

*Totals to greater than 100% because clients could discuss more than one constraint.

The results indicate that the home-based adults regarded financial problems as the major concern with over one-half (52.6%) of the clients discussing a financial constraint one or more times during counseling. About one in twenty (19.0%) counseling relationships included at least one discussion of a child-care constraint, with 13.1% including at least one discussion of a spouse/family problem (most often a lack of support for or discouragement of the client's desire to act on a career decision). Other constraints discussed at least once by more than one out of every ten clients were related to health (12.6%) and transportation (11.1%). Small numbers of clients discussed a variety of other constraints, such as the prohibitive length of educational or training programs, emotional problems, lack of confidence, and inability to speak English.

How Were Career-Related Resource Materials Used in Career Counseling?

In providing career counseling services, counselors relied on an extensive and detailed base of career-related resource materials which fell into three major groupings: Project-developed, government/public domain, and private/commercial materials. Examples of Project-developed materials were major resource directories (the Educational and Training Resources (ETR) Directory and the Directory of Supportive Services) and the individual sections of the Career Development Series, such as "Exploring the World of Work" and "Overcoming Obstacles." Government/public domain materials included a wide variety of items, such as the Occupational Outlook Handbook, publications of governmental agencies, local directories of community services, and a variety of articles or pamphlets acquired by the Project through information retrieval systems or computer searches. Private/commercial

resources included self-assessment checklist and instruments, occupational briefs and pamphlets, booklets or pamphlets discussing education and training, and miscellaneous career-related material.

Often the resource materials were used by counselors to prepare for or follow up on counseling interviews as well as to answer clients' questions during sessions. In addition, materials were frequently mailed to clients for examination in their own homes.

A variety of specific questions is related to the general question about the use of career-related resource materials in the context of providing career counseling services. A first question concerns the frequency with which counselors used such resource materials during counseling. Overall, the results indicate that counselors reported using at least one resource item with over three-fourths (76.1%) of their clients, with no resource materials reported as having been used with the remaining one-fourth (23.9%) of their clients. The overall frequency of resource material use by counselors is summarized in the table below:

Number of Materials Used	Number of Clients		Percentage of Clients	
None Used	276		23.9%	
Some Used:	881		76.1	
One		(316)		(27.3)
Two		(196)		(16.9)
Three		(122)		(10.5)
Four to Six		(177)		(15.3)
Seven or More		(70)		(6.1)
TOTAL	1157	(881)	100.0%	(76.1%)

The results indicate that over one-half (54.7%) of all client-counselor relationships were characterized by counselors using from one to three resource materials, the most frequent case being one resource item used by counselors (27.3%), followed by two (16.9%) and three (10.5%) materials used. For slightly more than one out of every five clients (21.4%), counselors reported using four or more resource materials in counseling.

Having established that career-related resource materials were used by counselors with more than three-fourths of their clients, Project staff examined the nature of the materials that were used, the frequency with which specific materials were used, and the percentage of clients whose counseling was characterized by the use of each specific resource material. The table below summarizes the relevant data.

Resource Materials	Number of Clients With Whom Counselors Used Materials At Least Once	Percentage of 1157 Clients With Whom Counselors Used Material
Education and Training Resources (ETR) Directory	525	45.4%
Occupational Outlook Handbook	347	30.0
Supportive Services Directory	260	22.5
Descriptions of Occupations and Careers (including Desk-Top Kit, SRA Briefs, Occupational File, Careers in Hospitals, DOT, etc.)	251	21.7
Other Project-Developed Products (including Career Development Series, Occupational Projections Package, and Liberal Arts Package)	226	19.5
Local Directories, Catalogs, and Brochures (including college catalogs, descriptions of training programs, telephone directory, community services directories, etc.	93	8.0
Other (including Self-Directed Search and other Resource Center materials)	110	9.5
TOTAL	1812	156.6%*

*Totals to greater than 100% because counselors used more than one item.

The results indicate that the resource material most often used by counselors was the Project-developed Educational and Training Resources (ETR) Directory, used at least once by counselors with almost one-half (45.4%) of the clients. Three out of every ten (30.0%) clients had counselors who used the Occupational Outlook Handbook one or more times during counseling. Approximately one in five counseling relationships, respectively, were characterized by one or more counselor uses of the Supportive Services Directory (22.5%), materials which presented information about occupations and careers (21.7%), and other Project-developed products (19.5%), such as the Career Development Series or material dealing with occupational projections and liberal arts study. Another category of material used with some frequency by counselors (one or more times with 8.0% of the clients) consisted of local directories, catalogs, and brochures containing information about educational institutions, training programs, and community services. A wide variety of other materials, including Holland's Self-Directed Search (Consulting Psychologists Press, Palo Alto, California) and miscellaneous documents from the Resource Center accounted for the remainder of career-related resource materials used by counselors.

In addition to using career-related materials as resources for themselves, counselors often mailed items directly to clients for discussion during the next scheduled counseling interview. In terms of the frequency, with which career-related resource materials were mailed to clients (excluding descriptive materials about the Service sent by intake clerks), the results indicate that at least one specific resource item was sent by counselors to over three-fourths (76.8%) of their clients, with no materials sent to slightly less than one-fourth (23.2%) of the clients. The data are summarized on the next page.

Number of Materials Sent	Number of Clients		Percentage of Clients	
None Sent:	268		23.2%	
Some Sent:	889		76.8%	
One		(186)		(16.1)
Two		(190)		(16.4)
Three		(222)		(19.2)
Four to Six		(233)		(20.1)
Seven or More		(58)		(5.0)
TOTAL	1157	(889)	100.0%	(76.8%)

Overall, it appears that clients were not only sent materials quite frequently, but also that those who were sent materials received a fairly large number. One-fifth (20.1%) of the clients were sent between four and six specific items during their counseling experience, with 5.0% receiving seven or more separate resource materials. About one out of every five clients (19.2%) received three separate resource materials during counseling, with the remainder being sent one (16.1%) or two (16.4%) items during the process of counseling.

In terms of the types of materials that were sent to clients, the table on the following page summarizes data regarding both the frequency with which they were sent and the percentage of clients who were sent specific items at least once during their counseling experience.

Inspection of the table reveals that the type of resource material sent most frequently to clients was the Project-developed Career Development Series (CDS). Overall, 735 clients were sent various sections of the CDS during their counseling experience; that is, almost two-thirds (63.5%) of the clients were sent one or more sections of the series. The most fre-

Resource Materials Sent to Clients	Number of Clients Sent Material at Least Once	Percentage of 1157 Clients Sent Material at Least Once
Career Development Series	735	63.5%
Descriptions of Occupations and Careers	576	49.8
Self-Directed Search	393	34.0
Occupational Outlook Handbook	339	29.3
Other Project-Developed Material	233	20.1
Brochures/Pamphlets about Local Services	88	7.6
Other, Miscellaneous Material	149	12.9
TOTAL	2513	217.2%*

*Totals to greater than 100% because clients were sent resource materials more than once.

quently sent section of the CDS was "Exploring the World of Work," followed by "The Job Search," "Overcoming Obstacles," and "Choosing a School." Also sent quite frequently were pamphlets or briefs describing occupations and careers, with one-half (49.8%) of the clients sent such materials at least once during their counseling experience. The most popular items within this category of resource materials were the Occupational Exploration Briefs (Science Research Associates, Chicago, Illinois) and material from the Desk-Top Careers Kit and Semi-Skilled Careers Kit (Careers, Inc., Largo, Florida). Another popular item was Holland's Self-Directed Search which was sent to about one-third (34.0%) of the clients.

Various sections of the Occupational Outlook Handbook were sent one or more times to 29.3% of the clients, further indicating their need or desire for information about occupations and careers. About one-fifth (20.1%) of the clients received at least one edition of Project-developed materials other than the CDS, usually copies of course and program offerings from the ETR Directory. A smaller number (7.6%) of clients received copies of pamphlets or brochures which related to a wide variety of career-related programs and services in the community, such as the Basic Educational Opportunity Grants Program, the Department of Employment Security, and apprenticeship programs. A variety of materials, not included in any of the other categories, was sent at least once to 12.9% of the clients. Much of the material in this "other" category was related to either occupational-career information or descriptions of educational and training opportunities.

What Referrals Were Made to Local Educational and Training Resources?

The Interview Record Form contained sections for counselors to record information regarding the nature and frequency of referrals to and client contacts with educational and training resources (ETRs) in the community. The results indicate that ETR referrals were a common feature of career counseling. More than one-half (51.7%) of all clients were referred to at least one ETR during their experience in counseling. The table on the following page summarizes the data regarding the frequency of ETR referrals.

As the table illustrates, even though ETR referrals were made frequently during counseling, they tended to be made to one or two educational

Number of ETR Referrals	Number of Clients		Percentage of Clients	
None	559		48.3%	
Some:	598		51.7%	
One		(216)		(18.7)
Two		(142)		(12.3)
Three		(114)		(9.8)
Four to Six		(94)		(8.1)
Seven or More		(32)		(2.8)
TOTAL	1157	(598)	100.0%	(51.7%)

institutions or training programs. Slightly less than one out of five (18.7%) clients were referred to one ETR only, followed by 12.3% and 9.8% who were referred, respectively, to two and three ETRs. Just more than one out of every ten (10.9%) clients were referred to four or more educational or training resources during their experience in counseling.

When referrals were made, counselors also recorded the name of the institution or agency to which they referred their clients. These specific institutions were placed into one of the following institutional types:

- Two- or Four-Year Colleges, Universities, and Professional Schools (e.g., law, medicine, and the arts)
- Adult Education Programs (including those providing high school equivalency instruction)
- Apprenticeship/Union/OJT Programs
- Hospital Training Programs
- Business, Trade, and Vocational/Technical Schools (post-high school)
- Government-Sponsored Programs for the Disadvantaged, Unemployed, or Underemployed
- Public and Private Secondary Schools
- Private Tutor/Teacher
- U.S. Armed Forces
- External Degree Programs
- Correspondence/Home Study
- Miscellaneous

The table below presents data regarding the frequency with which counselors referred clients to different kinds of educational and training programs. Each specific type of institution is identified, along with the corresponding number and percentage of clients who were referred one or more times to each.

Type of Institution	Number of Clients Referred One or More Times	Percentage of 1157 Clients Referred One or More Times
College-University-Professional Schools	354	30.6%
Government-Sponsored Programs	190	16.4
Business, Trade and Vocational/Technical Schools	101	8.7
Adult Education Programs	78	6.7
Hospital Training Programs	71	6.1
Other Institutional Types (including Apprenticeship, High School, Private Tutor, Armed Forces, and External Degree)	13	1.1
Other ETR Referrals	92	8.0
TOTAL	899	77.6%*

*Totals to less than 100% because not all clients were referred to educational and training resources.

As indicated in the table, counselors referred more clients to colleges, universities, and professional schools than to any other type of institution, with about three out of every ten (30.6%) clients referred to at least one specific school within this general category. The second most frequent type of institutional referral was to government-sponsored programs for the disadvantaged, unemployed, or underemployed, with 16.4% of the clients being

referred one or more times to such programs during the course of counseling. Other types of institutions to which clients were referred in somewhat smaller numbers were post-high school business, trade, and vocational/technical schools (8.7%), adult education programs (6.7%), and hospital training programs (6.1%).

Counselors also recorded the number and the name of ETRs contacted by clients during their experience in counseling. This was intended to answer questions related to the frequency with which clients contacted local ETRs in general, as well as how often they contacted particular institutions. As the table below indicates, slightly more than one-third (36.3%) of the clients contacted -- that is, talked with -- a representative of one or more institutions or programs during their counseling experience. Just under two-thirds (63.7%) of the clients contacted no ETRs during counseling.

Number of ETR Contacts	Number of Clients		Percentage of Clients	
None	737		63.7%	
Some:	420		36.3%	
One		(182)		(15.7)
Two		(112)		(9.7)
Three		(49)		(4.2)
Four or More		(77)		(6.7)
TOTAL	1157	(420)	100.0%	(36.3%)

As expected, given the referral pattern, the results indicate that clients' ETR contacts tended to be with a relatively small number of institutions or programs. One ETR contact during the course of counseling was reported by 15.7% of the clients, with two contacts reported by 9.7% of clients. Slightly more than one in ten (10.9%) clients, however, reported

making contact with three or more ETRs during their experience in career counseling.

In terms of the types of institutions contacted by clients, the results were not unexpected, with clients making contact more often with colleges, universities, and professional schools than with any other institutional type. More than one out of every five (21.8%) clients contacted at least one specific institution or program in this category. The results regarding type of institutional contact are summarized in the table below.

Type of Institutional Contact	Number of Clients Contacting at Least One	Percentage of 1157 Clients Contacting at Least One
College, University, and Professional Schools	252	21.8%
Government-Sponsored Programs	84	7.3
Business, Trade, and Vocational/ Technical Schools	58	5.0
Adult Education Programs	52	4.5
Hospital Training Programs	43	3.7
Other Institutional Types (including Apprenticeship, High School, Private Tutor, Armed Forces, and External Degree)	21	1.8
Other ETR Referrals	28	2.4
TOTAL	538	46.5*

*Totals to less than 100% because not all clients contacted eduational and training resources.

After colleges, universities, and professional schools, the next most frequent type of institutional contact was with government-sponsored programs for the disadvantaged, unemployed, or underemployed, with 7.3% of the clients

making at least one contact with such programs. Other types of institutions that clients reported making contact with in somewhat smaller numbers were post-high school business, trade, and vocational/technical schools (5.0%), adult education programs (4.5%), and hospital training programs (3.7%).

During counseling, clients sometimes reported difficulty in their dealings with representatives of educational and training resources, often resulting in a counselor calling the ETR representative to seek more information or to intervene on the client's behalf. When clients reported difficulties with ETR representatives, and when counselors contacted them, the information was recorded on the Interview Record Form. While such counselor contacts with ETR representatives were not always in relationship to a reported difficulty, they were generally an attempt to resolve a problem, clarify a misunderstanding, or obtain information that was not provided to the client.

The number of difficulties reported was, of course, related to the number of contacts made by counselors and clients and the number of referrals made by counselors.

ETR referrals made by counselors	1547
ETRs contacted by clients	955
ETR difficulties reported by clients	77
ETR contacts by counselors	102

Based on process forms completed for 1157 clients, the results indicate that counselors made a total of 1547 ETR referrals. Further, clients indicated that they made contact with 955 ETRs, which is about 62% of the total number to which counselors originally referred them. In terms of number of ETR difficulties, results indicate that 77 were reported. Compared to the number of contacts made by clients, then, this number of reported difficulties represents 8% of the total number of times that clients contacted ETRs. Finally, counselors reported contacting 102 ETRs, which is somewhat more than the total number of reported difficulties.

What Referrals Were Made to Local Supportive Services?

Counselors also kept records on the nature and frequency of referrals to and client contacts with supportive services in the community. Supportive service agencies consisted of a wide variety of community services and programs -- such as child care, community mental health, and placement agencies -- which could be potentially helpful to clients in the course of making and implementing career decisions.

In terms of the frequency with which supportive service referrals were made during counseling, results indicate that such referrals were made quite commonly. As with ETR referrals, about one-half (51.6%) of the clients were referred to at least one supportive service during the course of counseling. The table on the following page summarizes the data regarding the frequency of supportive service referrals.

Number of Supportive Service Referrals	Number of Clients	Percentage of Clients
None	560	48.4%
Some	597	51.6
One	(251)	(21.7)
Two	(171)	(14.8)
Three	(85)	(7.3)
Four to Six	(73)	(6.3)
Seven or More	(17)	(1.5)
TOTAL	1157 (597)	100% (51.6)

The results indicate that clients who were referred tended to be referred to only one or two supportive service agencies. About one out of five (21.7%) clients was referred to one supportive service agency during counseling, followed by 14.8% and 7.3% who were referred, respectively, to two and three such agencies. A somewhat smaller percentage (7.8%) of clients were referred to four or more supportive services during the course of their counseling experience.

When referrals were made to supportive services in the community, counselors recorded the name of the institution or agency to which they referred their clients. The table on the following page summarizes data regarding the frequency with which counselors referred clients to major types of supportive services. Each type of supportive service is identified along with the number and percentage of clients who were referred at least once to each type.

Inspection of the table reveals that counselors referred more clients to counseling, testing, and placement agencies than to any other type of supportive service, with 29.0% of the clients referred at least once to such agencies. Specific agencies within this category included the Department

Type of Supportive Service	Number of Clients Referred One or More Times	Percentage of 1157 Clients Referred One or More Times
Counseling, Testing, and Placement Agencies	336	29.0%
Resource Center	244	21.1
Sources of Specialized Information About Jobs	138	11.9
Apprenticeship and OJT Programs	136	11.8
Social Service Agencies	93	8.0
Other Supportive Services	194	16.8
TOTAL	1141	98.6%*

*Totals to less than 100% because not all clients were referred to supportive services.

of Employment Security, a testing service within the state's university system, and the Higher Education Resource Service (HERS). The Project's Resource Center was also used frequently by the counselors as a supportive service, with about one-fifth (21.1%) of the clients being referred to its collection of materials at least once. Slightly more than one-tenth (11.9%) of the clients were referred one or more times to various sources of specialized information about jobs and careers, such as the Federal Job Information Center, the Small Business Administration, and employers in the community who were willing to provide information about the nature and availability of particular jobs. Just more than one out of ten (11.8%) clients were referred one or more times to sources of information about apprenticeship or on-the-job (OJT) training programs, with slightly less than one-tenth (8.0%) of the clients being referred to social service agencies, including community mental health centers, welfare agencies, and services for the

handicapped. A substantial percentage (16.8%) were referred at least once to a large variety of other supportive services in the community, including adult and child-care agencies, sources of information about financial assistance, volunteer programs, libraries, and special interest groups or associations.

As with educational and training resources, counselors also recorded the number of supportive services contacted by clients, the number of difficulties reported by clients in their dealings with representatives of supportive service agencies, and the number of supportive service agencies contacted by counselors. The relationship of these variables to each other is illustrated below, beginning with the total number of supportive service referrals made by counselors and ending with the total number contacted by counselors.

Referrals made by counselors	1515
Contacts made by clients	646
Difficulties reported by clients	53
Contacts made by counselors	134

Based on 1157 clients, the results indicate that counselors made a total of 1515 referrals to supportive services in the community. Clients reported 646 supportive service contacts, which is 43% of the total number of supportive service referrals made by counselors. Further, clients reported 53 specific instances of difficulty in their contact with supportive service representatives, which is 8% of the total number of contacts made with supportive services. Counselors reported contacting 134 representatives of supportive services, about two and one-half times the number of difficulties reported by clients.

What Was the Relationship Between Counseling Process Variables and Clients' Demographic Characteristics?

Project staff also examined the relationship between selected process of counseling variables (number of resource materials used by counselors and sent to clients, ETR referrals by counselors, ETR contacts by clients, and discussion of financial constraints) and demographic characteristics of clients. The results are summarized in the table below.

SELECTED COUNSELING PROCESS VARIABLES
BY SELECTED DEMOGRAPHIC CHARACTERISTICS

Demographic Characteristics		Counselor use of Resource Materials		Resource Materials Sent to Clients		ETR Referrals Made by Counselors		ETRs Contacted By Clients		Financial Constraints Discussed	
		None	Some	None	Some	None	Some	None	Some	None	Some
Overall		24%	76%	23%	77%	48%	52%	64%	36%	48%	52%
SEX	Female	23	77	21	79	45	55	60	40	49	51
	Male	26	74	30	70	57	43	74	26	44	56
AGE	16-24 Years	24	76	26	74	50	50	66	34	43	57
	25-39 Years	23	77	19	81	47	53	60	40	49	51
	40 & Over	25	75	26	74	50	50	68	32	56	44
EDUCATION											
	Less than High School	25	75	33	67	33	67	61	39	45	55
	High School Only	22	78	23	77	43	57	60	40	46	54
	More than High School	25	75	19	81	61	39	71	29	57	43
TOTAL FAMILY INCOME											
	Under $10,000	25	75	25	75	45	55	65	35	40	60
	Over $10,000	22	78	20	80	54	46	62	38	61	39
MARITAL STATUS											
	Married	22	78	22	78	47	53	62	38	57	43
	Wid., Sep., Div.	27	73	20	80	42	58	62	38	28	72
	Never Married	26	74	27	73	52	48	68	32	50	50
LEVEL OF USUAL OCCUPATION											
	Professional	26	74	20	80	70	30	68	32	66	34
	Skilled	28	72	42	58	58	42	65	35	63	37
	Semi-skilled	23	77	16	84	43	57	56	44	47	53
	Unskilled	24	76	24	76	46	54	53	47	27	73

In terms of the relationship between sex of clients and counseling process variables, the results reveal almost no difference in the percentage of times that counselors used or did not use resource materials with their male and female clients. In terms of materials sent, however, males were somewhat less likely than females to receive resource materials from counselors. Three out of ten (30%) men did not receive any materials, compared to 21% of the women. Conversely, females were sent some materials comparatively more often (79% compared to 70%). The presence or absence of ETR referrals and contacts was noticeably related to sex of client, with female clients much more likely to be referred to ETRs (55% compared to 43%) and, in turn, much more likely to make contact with them (40% compared to 26% of the men who reported at least one ETR contact). In addition, the results indicate that male clients were only slightly more likely than female clients to discuss financial constraints (56% compared to 51% who discussed such constraints at least once).

An examination of the relationship between age and counseling process variables reveals some interesting tendencies. Compared to those who were younger (16-24 years) and older (40 and over), clients in the middle age range (24-39 years) were somewhat more likely to be sent one or more resource materials by their counselors (81%, compared to 74% and 74%). While the presence or absence of ETR referrals by counselors seems unrelated to age, the results reveal a tendency for more clients in their middle years (25-39) to report some ETR contacts than clients in the younger and older age categories (40%, compared to 34% and 32%). The relationship between age and discussion of financial constraints is evident, with a definite tendency for more younger clients to discuss such constraints during counseling (57% of clients between 16-24 years, compared to 51% and 44% for the two older age groups).

While counselors seem to have used resource materials at about the same frequency with clients of differing education levels, the results indicate that they more frequently sent materials to higher educated clients. Two-thirds (67%) of the clients with less than a high school education received materials in the mail, compared to 81% of those with some college experience. Level of education was strongly related to ETR referrals, with counselors referring lesser educated clients much more often than higher educated clients (67% of those with less than a high school education compared to only 39% of those with some college experience). Despite the fact that they were referred more often, lesser educated clients reported contacting ETRs only somewhat more frequently than clients with college experience (39% compared to 29%). Educational level was also related to the presence or absence of discussions about financial constraints during counseling. Compared to clients with less than a high school education and those who had graduated from high school, the counseling experiences of those clients with some college experience were less likely to be characterized by the discussion of financial constraints (43% discussed such constraints at least once during counseling, compared to 55% and 54% for clients at other educational levels).

While level of total family income seemed to be strongly related to the financial constraint variable, it was either not related or related in a minor way to the other counseling process variables. Compared to clients reporting a total family income (TFI) of over $10,000 a year, the counseling of clients with a TFI of under $10,000 much more frequently included discussion of financial constraints (60% compared to 39%). In terms of ETR referrals made, there was a tendency for counselors to refer lower income clients more often than those at higher income levels to educational and

training resources (55%, compared to 46%, were referred to one or more ETRs during counseling).

As with total family income, marital status was much more strongly related to the financial constraints variable than to the other counseling process variables. Clients who were widowed, separated, or divorced were much more likely to discuss financial constraints than those who were married or had never been married (72%, compared to 43% and 50%). In addition, compared to those who were married, widowed, separated, or divorced, there was a tendency for the counseling of single clients to be characterized by slightly fewer resource materials being sent (73%, compared to 78% and 80%, who received at least one resource material), slightly fewer ETR referrals (48%, compared to 53% and 58%, who were referred at least once), and slightly fewer ETR contacts (32%, compared with 38% and 38%, who contacted at least one ETR).

While the skill level of clients' usual occupation was unrelated to the use of resource materials by counselors, it was related to the other four counseling process variables. Compared to clients with usual occupations at the professional, semi-skilled, and unskilled level, those with usual occupations at the skilled level were much less likely to be sent resource materials by their counselors (58%, compared to 80%, 84%, and 76%, respectively, for clients in the other three categories). Skill level was strongly related to ETR referrals by counselors and contacts by clients. When contrasted with clients whose usual occupations were at the two highest skill levels, clients in the semi-skilled and unskilled categories were much more likely to be referred (57% and 54%, compared to 30% and 42%) and more likely to report contacts with at least one ETR (44% and 47%, compared with 32% and 35%). Finally, as the skill level of clients' usual occupation

decreases, the percentage of clients who discussed financial constraints increases. While only obout one-third of the clients with usual occupations at the professional and skilled level discussed financial constraints (34% and 37%, respectively), over half (53%) of clients in the semi-skilled group and almost three-fourths (73%) of the clients in the unskilled group discussed financial constraints at least once during their counseling experience.

CLIENT STATUS AT TERMINATION

Introduction

In order to make responsible and accurate statements about the success of their efforts, administrators of social service programs must eventually answer the question, "What happens to clients who use the service?" This section will describe procedures and results related to the third stage of data collection -- the outcome stage -- which was concerned with the nature of clients' decisions and actions at the time of their termination from the Career Counseling Service. While the career development status of clients at termination will be referred to as either "status at termination" or "outcome," client outcomes should not be attributed solely to efforts of the counselors and other staff of the Project. In most human service settings, cause and effect relationships are complex and cloudy. Therefore, it is more appropriate, and more accurate, to adopt the view that Career Counseling helped to facilitate the decisions and actions of clients, not caused them.

The data to be presented and discussed in this section are based upon the 1157 clients for whom baseline, process, and termination data are available. The instruments used to collect intake and process data have been described in previous sections. The instrument used as the source of information about client outcomes was the Termination Form, which is described below and reproduced in Appendix B. The overall purpose of the Termination Form was to record information about the career decisions clients had made and the actions they had taken to implement their decisions. Completed by

counselors during the last scheduled counseling interview, the specific data items of the Termination Form included:

- The client's career status at termination
  - education and training (ETR)-related outcomes
  - job-related outcomes
  - other outcomes
- The specific career objective of the client
- The career-related constraints that were unresolved
- The nature of ETR-related decisions
  - timing of enrollment
  - name of institution
  - type of program or course
  - part-time or full-time study
- The nature of job-related decisions
  - timing of the job search
  - part-time or full-time work
  - relationship of job to career objective

The career development status was not recorded for 222 (19.2%) of the 1157 clients because they either were terminated from the Service for special reasons or were clients with whom the Service had lost contact. Clients with a special termination status included those who told counselors they were leaving the state, required specialized counseling or psychiatric services, had serious medical or family problems, or gave no specific reason for not continuing with Career Counseling.

Clients within the "lost contact" category are persons with whom the Service lost contact during the course of counseling. After three unsuccessful attempts to re-establish contact by telephone, counselors sent a letter asking the client to call back if he or she wanted to do so. If the letter was not answered, or if it was returned with address unknown, the client was terminated as a lost contact client.

Although this problem of losing contact with clients exists to some extent in all social service agencies, it seems to be somewhat more pro-

nounced in the context of telephone counseling. This seems true for several reasons, not the least of which is the accessibility and anonymity provided by a telephone-based service. Compared to the initial level of commitment required to seek face-to-face counseling at a location remote from one's home, persons can much more easily call a telephone service for reasons of curiosity or opt out of such a service if they so decide. Being placed in the "lost contact" category, however, does not necessarily indicate that clients were opting out of the Service. For example, many of the letters sent by counselors were returned to the Service because the client had moved and left no forwarding address. Some clients had changed their telephone numbers to an unlisted status and, therefore, could not be reached by counselors. Finally, a supplementary analysis by the counseling supervisory staff indicated that some persons had gone on to school or back to work and simply reported that they did not have time to respond to the letter sent by their counselor. More information about their reasons for not responding are described in a later section of this report dealing with clients' reactions to and evaluations of the Service.

Until September 1974, counselors did not record any outcomes for either "special termination" or "lost contact" clients. After that time, counselors used information from Interview Record Forms and narrative interview summaries to determine the client's career status at the time of last contact with the Service. When there was insufficient information upon which to make a determination, career status remained unclassified. The data regarding client outcome is based on 935 of the 1157 clients, that is, upon those clients for whom a specific outcome determination was made.

Utilizing data from the Termination Form, the following major questions are addressed in this section:

- What Was the Career Status of Clients at Termination?
- What Was the Relationship Between Status at Termination and Selected Intake Variables?
- What Was the Relationship Between Status at Termination and Selected Initial Interview Variables?
- What Was the Relationship Between Status at Termination and Selected Counseling Process Variables?
- What Were Clients' Career Objectives?
- What Were Clients' Unresolved Constraints?
- What Were Clients' Immediate School and Job Plans?

What Was the Career Status of Clients at Termination?

Client outcomes at termination were arranged into three generic groups: Education and Training (ETR)-related outcomes, Job-related outcomes, and decisions not to enter an educational or training program or the world of work (No Career Entry). Within the ETR-related and Job-related outcomes, responses were also arranged by the level of activity suggested by the outcome. The first level included those who were enrolled in school or working; the second level included those who were engaged in the process of applying to educational or training institutions or looking for a job; and the third level included those who had made career decisions, but had not yet begun action. The specific definitions used by counselors to determine clients' termination status are presented on the following page.

For more than four out of five clients (85%), a single outcome was recorded. The 15% who had more than one outcome had various combinations of Job-related and ETR-related outcomes, such as working and going to school or working and deciding to enroll at a future time.

OUTCOME CATEGORIES AND THEIR DEFINITIONS

EDUCATION AND TRAINING (ETR)-RELATED:

ETR-1: Enrolled

- Completed ETR and Re-enrolled. During counseling, the client completed a course or program and had gone on to enroll in another course or program.
- Completed ETR. During counseling, the client had enrolled in and completed a course or program.
- Enrolled and In Process. The client was enrolled in an ETR, but had not yet completed the program or course.
- Accepted, Waiting to Start. The client had applied to an ETR, was formally accepted, and was waiting for classes to begin.

ETR-2: Applied

- The client had applied to an ETR but had not yet received notification of acceptance or rejection of the application

ETR-3: Not Yet Applied

- The client made a decision to enroll in an educational or training program, but had not yet applied to a specific ETR.

JOB-RELATED:

JOB-1: Employed

- Working. The client had accepted a position and started work.
- Accepted a Job, Waiting to Start. The client had accepted a job offer and had a definite starting date.

JOB-2: Searching

- The client was actively seeking a job, but had not yet received a job offer.

JOB-3: Not Yet Begun

- The client made a decision to engage in a job search, but had not yet taken action to find a job.

NO CAREER ENTRY

- The client made a decision neither to enroll in an educational or training program, nor to enter the labor force.

Because there were relatively few multiple outcomes among clients, Project staff applied two decision rules to eliminate them from the analysis. First, given two outcomes, the higher level was recorded. Second, if a combination involved an ETR-related outcome and a Job-related outcome at the same level, the ETR outcome was recorded. The following table presents the number and percentage of clients who terminated in each of the outcome categories.

Client Status at Termination	Number of Clients	Percentage of Clients
ETR-Related	475	50.8%
ETR-1: Enrolled	(196)	(21.0)
ETR-2: Applied	(40)	(4.3)
ETR-3: Not Yet Applied	(239)	(25.6)
Job-Related	422	45.1%
JOB-1: Employed	(173)	(18.5)
JOB-2: Searching	(185)	(19.8)
JOB-3: Not Yet Begun	(64)	(6.8)
No Career Entry	38	4.1%
TOTAL	935	100.0%

As indicated in the table, ETR-related outcomes were recorded for slightly more (50.8%) of the clients than were Job-related outcomes (45.1%). Less than 5% of the clients (4.1%) terminated from counseling with a decision to neither seek work nor engage in education or training. About one-quarter (25.6%) of the clients had made a decision to enroll, but had not yet taken action on the decision. About the same percentage of clients

had either enrolled, were employed, or were searching for a job (21.0%, 18.5%, and 19.8%, respectively). Less frequent outcome categories were represented by clients who had decided but not yet begun to look for a job (6.8%) and those who had applied to ETRs but had not received notification of acceptance or rejection (4.3%).

Another way to examine the outcome data is in terms of a continuum ranging from active to passive, or action versus no action, on the part of the client. The results of this analysis are presented in the following table.

Activity Level of Clients' Status at Termination	Number of Clients	Percentage of Clients
Action	369	39.5%
ETR-1: Enrolled	(196)	(21.0)
JOB-1: Employed	(173)	(18.5)
Some Action	225	24.1%
ETR-2: Applied	(40)	(4.3)
JOB-2: Searching	(185)	(19.8)
Decision, But No Action	303	32.4%
ETR-3: Not Yet Applied	(239)	(25.6)
JOB-3: Not Yet Begun	(64)	(6.8)
No Career Entry	38	4.1%
TOTAL	935	100.0%

Almost four out of ten (39.5%) clients had implemented a career or educational plan -- 21.0% had enrolled in an ETR, and 18.5% had taken a job.

About one-quarter (24.1%) of the clients were taking some steps to implement their career decisions -- 19.8% were actively looking for a job, and 4.3% had formally applied to an educational or training institution. Almost one-third (32.4%) of the clients had made decisions but had not yet taken any steps to implement them -- 25.6% planned to enter an ETR but had not yet applied, and 6.8% of the clients had not yet begun their job search. As indicated earlier, less than 5% (4.1%) of the clients decided not to enter work, education, or training.

In addition to the previous analyses of status at termination, Project staff were also interested in whether or not there would be any variation in client outcome over time. The results of an analysis over three quarterly periods (June 1974 through February 1975) are presented below.

Status at Termination	June 1974 Aug 1974	Sept 1974 Nov 1974	Dec 1974 Feb 1975	Total N
ETR-1: Enrolled	24%	22%	13%	175
ETR-2: Applied	3	4	7	40
ETR-3: Not Yet Applied	22	23	34	223
JOB-1: Employed	23	20	12	164
JOB-2: Searching	14	23	25	173
JOB-3: Not Yet Begun	6	7	8	59
No Career Entry	9	1	0	33
TOTAL	100%	100%	100%	867

Inspection of the table reveals that client outcomes varied over time. As might be expected, there was a tendency for clients to become enrolled less often during the winter quarter than during the summer or fall quarters

(13%, compared to 24% and 22%). This same pattern was true for persons who got jobs. During the winter quarter, 12% of the clients terminated with this outcome, compared to 23% and 20%, respectively, during the summer and fall quarters. More clients, on the other hand, were searching for jobs during the fall and winter quarter (23% and 25%) than during the summer quarter (14%). Also, the percentage of clients who postponed action on their ETR decisions was higher during the winter months than during the summer and fall (34%, compared to 22% and 23%). Finally, while almost one out of ten (9%) clients decided not to work or go to school during the summer quarter, virtually none of the clients made that decision during the fall and winter quarters.

What Was the Relationship Between Status at Termination and Selected Intake Variables?

Of considerable importance to Project staff was the relationship between clients' status at termination and data obtained during the baseline (intake and initial counseling interview) and process stages of data collection. The research question addressed in the following section is, "Did clients with different demographic characteristics have different outcomes at termination?" The table on the following page presents the relationship of status at termination to a number of demographic characteristics of clients: sex, race, age, education, total family income, marital status, and number of children under six.

The data presented in the table suggest that sex of clients seems related to status at termination. Women were somewhat more likely than men to enroll (23% compared to 16%) as well as to decide on, but not yet apply to, an ETR (27% compared to 21%). Men, on the other hand, were more likely than women

STATUS AT TERMINATION
BY SELECTED INTAKE VARIABLES

Intake Variables		ETR-1 Enrolled	ETR-2 Applied	ETR-3 Not Yet Applied	JOB-1 Employed	JOB-2 Searching	JOB-3 Not Yet Begun	No Career Entry	Total	Total N
(Total)		21%	4%	26%	19%	20%	7%	4%	100%	935
SEX	Female	23	4	27	17	18	7	4	100	715
	Male	16	5	21	24	25	6	3	100	220
RACE	White	20	4	26	18	21	7	4	100	876
	Black	24	3	18	36	9	3	6	100	33
AGE	16-24 Years	19	6	25	25	21	3	2	100	362
	25-39 Years	23	3	30	15	17	8	3	100	414
	40 & Over	20	3	17	13	24	13	10	100	157
EDUCATION										
	Less than High School	24	4	33	18	10	6	6	100	146
	High School Only	23	6	27	16	17	6	6	100	433
	More than High School	17	2	21	23	28	8	1	100	356
TOTAL FAMILY INCOME										
	Under $5,000	17	4	26	19	25	6	4	100	278
	$5-10,000	21	6	26	20	19	4	4	100	280
	$10-15,000	23	4	26	17	16	8	6	100	213
	Over $15,000	26	2	24	17	17	12	3	100	119
MARITAL STATUS										
	Married	23	3	27	17	18	9	4	100	495
	Widowed, Separated, Divorced	17	5	31	14	23	6	5	100	144
	Never Married	20	6	21	24	21	4	4	100	295
NUMBER OF CHILDREN UNDER 6 YEARS										
	None	19	5	21	22	22	7	4	100	632
	Some	24	3	35	12	16	7	3	100	303

Note: Percentages do not always total exactly due to rounding.

to be employed (24% compared to 17%) or to engage in a job search (25% compared to 18%). About the same percentage of female and male clients were distributed across the other outcome categories.

Some variations in termination status also occurred among white and black clients. Black clients were much more likely to be employed (36% compared to 18% for white clients) and less likely than whites to have decided on, but not yet applied to, an ETR (18% compared to 26%). A somewhat higher percentage of white clients, on the other hand, were looking for a job than were blacks (21% compared to 9%).

The relationship between age and termination status showed some variation. Clients between 25 and 39 years of age were much more likely than clients over 40 years to decide on, but not yet apply to, an ETR (30% compared to 17%). In terms of Job-related outcomes, the percentage of clients who were employed at termination decreased with age: 25% of the 16-24 age group, 15% of clients 25-39 years of age, and 13% of those who were 40 years or older. In addition, compared to clients in the two younger categories, clients who were 40 or older were somewhat more likely to terminate as job seekers (24%, compared to 21% and 17%). Further, over-40 clients were much more likely to have not yet begun a job search than were clients 16-24 years of age (13% compared to 3%). As might be expected, a substantially higher percentage of those 40 and over decided not to enter an ETR or the world of work than of clients in the other age groups (10%, compared to 2% and 3%).

Level of education was also related to clients' status at termination. The more education, the more likely clients were to terminate with a job or searching for one, and the less likely to be enrolled in or applying to an ETR. One-tenth (10%) of those with less than a high school education, 17% of high school graduates, and 28% of those with some college experience were

looking for jobs at termination, while 18%, 16%, and 23%, respectively, terminated with a job. In addition, compared to clients of the two lower educational levels, a smaller percentage of clients with some college experience terminated from the Service in the enrolled category (17%, compared to 24% and 23%). Finally, only 1% of those with at least some college experience fell into the No Career Entry group, compared with 6% in each of the other education groups.

An examination of termination status by total family income (TFI) revealed minor variations. The percentage of clients who enrolled increased slightly as total family income increased: under $5,000 (17%), $5-10,000 (21%), $10-15,000 (23%), and over $15,000 (26%). However, as might be expected, clients in the lowest income group were slightly more likely than clients in the three higher income groups to be looking for a job (25%, compared to 19%, 16%, and 17%). Conversely, compared to clients at the three lower income levels, a slightly higher percentage of clients at the highest income level had not yet begun their job search (12%, compared to 6%, 4%, and 8%).

In terms of the relationship between client outcome and marital status, clients who had never been married were more likely (24%) to be employed than were widowed, separated, or divorced clients (14%) or married clients (17%). They were also less likely (21%) than widowed, separated, or divorced clients (31%) and married clients (27%) to have not yet begun action on an ETR-related decision. Widowed, separated, and divorced clients were somewhat less likely (17%) to have enrolled at termination than married clients (23%).

The presence or absence of preschool children was also related to the termination status of clients. Compared to those with no children under six years of age, clients with preschoolers were slightly more likely to be enrolled (24% compared to 19%) but much more likely to have not yet taken action on an

ETR decision (35% compared to 21%). A higher percentage of clients with no preschoolers were employed (22%) or looking for a job (22%) than were clients with preschoolers (12% and 16% for the two categories).

What Was the Relationship Between Status at Termination and Selected Initial Interview Variables?

Information collected by counselors during initial counseling interviews greatly expanded the baseline data on clients. Consequently, Project staff also examined the relationship between clients' status at termination and the following initial interview variables: expectations from counseling, willingness to engage in education or training, number of constraints, total number of years worked, and the skill level of the client's usual occupation. The table on the following page summarizes the results.

As indicated in the table, clients' original expectations from counseling were rather naturally related to their termination outcomes. Clients who mentioned ETR Choice as an expectation, either alone or in combination with other expectations, were more likely to be enrolled at termination (18%, 27%, 23%, 27%) than clients who originally mentioned the Job Search only or Career Choice combined with Job Search (10% and 15%, respectively). Somewhat surprisingly, clients who just wanted to make an ETR decision when they originally called were slightly less likely (18%) to be enrolled at termination than those who only wanted to make a career decision (23%).

The overall pattern for Job-related outcomes was not unexpected. Clients who entered the Service with expectations for assistance with the Job Search only or the Job Search combined with either Career Choice or ETR Choice were more likely to be employed at termination (22%, 25%, and 23%, respectively) than were clients in the other expectations categories (18%, 16%, 17%, 15%).

STATUS AT TERMINATION
BY SELECTED INITIAL INTERVIEW VARIABLES

IIRF Variables	ETR-1 Enrolled	ETR-2 Applied	ETR-3 Not Yet Applied	JOB-1 Employed	JOB-2 Searching	JOB-3 Not Yet Begun	No Career Entry	Total	Total N
(Total)	21%	4%	26%	19%	20%	7%	4%	100%	935
EXPECTATIONS FROM COUNSELING									
Career Choice	23%	2%	27%	18%	19%	8%	2%	100	178
ETR Choice	18	9	39	16	9	4	4	100	180
Job Search	10	-	4	22	46	13	6	100	104
Career and ETR Choice	27	5	33	17	12	5	2	100	233
Career Choice & Job Search	15	-	9	25	35	11	5	100	87
ETR Choice & Job Search	23	4	23	23	19	-	8	100	26
Career/ETR Choice & Job Search	27	11	21	15	18	7	2	100	62
Other	14	-	14	21	29	7	14	100	14
WILLINGNESS TO ENGAGE IN ETR									
Willing	26	7	32	16	13	5	2	100	563
Not Sure	19	1	22	20	22	10	6	100	191
Not Willing	5	1	3	31	41	15	4	100	121
WORK EXPERIENCE TOTAL TIME									
Never Worked/1 Yr. or Less	22	5	27	20	21	2	2	100	165
2-5 Years	21	6	26	20	17	7	3	100	384
6 Years and Over	24	3	22	17	22	10	3	100	220
USUAL OCCUPATION (LEVEL)									
Professional	16	1	15	24	28	13	3	100	93
Skilled	15	-	15	24	36	9	-	100	33
Semi-skilled	24	6	23	13	16	13	4	100	134
Unskilled	20	5	27	25	16	4	3	100	212
CONSTRAINTS									
None	21	4	25	18	20	8	4	100	379
Some	20	5	26	19	20	7	3	100	507

Note: Percentages do not always total exactly due to rounding.

Similarly, it was possible to distinguish job seekers on the basis of their original expectations from counseling. Clients who were interested in Job Search only, or in Job Search combined with Career Choice, were far more likely (46% and 35%) than clients in other categories to be in the process of looking for a job at the time they terminated from the Service. Least likely to be engaged in the process of looking for a job were those who originally wanted to just make an ETR Choice (9%) or an ETR Choice combined with a Career Choice (12%).

The willingness of clients to engage in further education or training related strongly to their termination status. Compared to clients who expressed an original unwillingness to consider further education or training, a far greater percentage of clients who said they were either willing or not sure about their willingness were enrolled at termination (26% and 19%, compared to 5%) or were in the category of deciding but not yet having applied to an ETR (32% and 22%, compared to 3%). Compared to those who were not sure or not willing to consider further education or training, a substantially higher percentage of willing clients had also applied to an ETR (7%, compared to 1% and 1%). The relationship was also strong and obvious for Job-related outcomes. Clients who were <u>not</u> willing to engage in further education were much more likely than clients in the other categories to be employed at termination (31%, compared to 16% and 20%), to be searching for a job (41%, compared to 13% and 22%), and to have not yet acted on a decision to look for a job (15%, compared to 5% and 10%).

With one exception, the total number of years the clients had worked at part-time and full-time jobs showed little or no relationship to status at termination. The results indicate that clients who had worked six or more

years were more likely (10%) to have not yet begun a job search than were clients who worked a total of one year or less (2%).

An important indicator of clients' occupational experience, level of usual occupation, also showed a relationship to termination status. Compared to clients with usual occupations at the semi-skilled and unskilled levels, those with usual occupations at the professional and skilled levels were less likely to be in any of the ETR-related outcome categories: enrolled in an ETR (16% and 15%, compared to 24% and 20%); applied to an ETR (1% and less than 1%, compared to 6% and 5%); not yet applied to an ETR (15% and 15%, compared to 23% and 27%).

Interestingly, clients whose usual occupation was semi-skilled were much less likely (13%) than clients in other categories (24%, 24%, and 25%, respectively) to be employed at termination. Further, greater percentages of clients with usual occupations at the skilled and professional levels were looking for jobs than were clients with usual occupations at the semi-skilled and unskilled levels (36% and 28%, respectively, compared with 16% and 16%). Finally, clients who had usual occupations at the unskilled level were less likely than clients in the other categories to have not yet begun the job search (4%, compared with 13%, 9%, and 13%).

As a final analysis, status of termination was examined in relationship to whether or not clients had expressed constraints at entry. Surprisingly, the distribution of outcomes was almost exactly the same for clients who expressed no constraints as for clients who identified one or more constraints at the time they called the Service.

What Was the Relationship Between Status at Termination and Selected Counseling Process Variables?

A third set of cross-stage analyses by Project staff examined the relationship between client outcome and the process of counseling. The basic question was, "Were aspects of the counseling process related to clients' status at termination?" The process variables selected for analysis included the following: the individual counselors, selected counselor characteristics, the total number of interviews, the number of resource materials sent to clients, the number of ETRs contacted by the client, the number of supportive services contacted by the client, and the number of constraints discussed. The relevant data are presented in the table on the following page.

Inspection of the table reveals that there are considerable differences among the nine counselors in the termination patterns of their clients. In terms of ETR enrollment as an outcome, for example, Counselor A had a much higher percentage of clients enrolled at termination than did Counselors H and I (30%, compared to 14% and 13%, respectively). The other six counselors had roughly the same percentage of clients who terminated from the Service enrolled in an ETR (from 19% to 23%). In terms of employment as an outcome, Counselor E had a much higher percentage of clients who terminated from the Service with a job than did Counselor G (30% compared to 10%). There was a fair amount of variation among the other seven counselors in the percentage of clients who were employed at termination (from 25% for Counselor A to 13% for Counselor C). Finally, compared to the eight other counselors, a disproportionate share of Counselor I's clients terminated with a decision not to enroll in an ETR or enter the world of work (17%, compared to a range of 6% to less than 1%).

STATUS AT TERMINATION BY SELECTED COUNSELING PROCESS VARIABLES

Counseling Process Variables	ETR-1 Enrolled	ETR-2 Applied	ETR-3 Not Yet Applied	JOB-1 Employed	JOB-2 Searching	JOB-3 Not Yet Begun	No Career Entry	Total	Total N
(Total)	21%	4%	26%	19%	19%	7%	4%	100%	935
COUNSELOR									
Counselor A	30	3	18	25	20	3	-	100	*
Counselor B	23	2	26	19	20	6	5	100	
Counselor C	23	9	23	13	17	13	2	100	
Counselor D	22	4	24	23	17	4	6	100	
Counselor E	21	4	18	30	12	10	5	100	
Counselor F	21	3	25	18	22	10	2	100	
Counselor G	19	5	31	10	24	8	4	100	
Counselor H	14	7	34	17	19	5	5	100	
Counselor I	13	-	26	17	17	9	17	100	
COUNSELOR CHARACTERISTICS									
Female (N=7)	21	5	26	19	19	7	4	100	782
Male (N=2)	21	2	26	18	19	6	7	100	125
White (N=5)	23	4	24	19	19	7	3	100	526
Black (N=4)	18	5	29	18	19	7	5	100	381
Over 30 (N=4)	21	5	25	18	18	8	4	100	386
Under 30 (N=5)	21	4	26	19	20	6	4	100	521
College Degree (N=5)	22	5	25	21	18	6	4	100	520
No College Degree (N=4)	20	4	27	16	21	8	4	100	387
NUMBER OF INTERVIEWS									
One	7	2	34	9	33	7	9	100	123
Two	17	4	30	18	19	8	4	100	215
Three	19	4	23	19	22	10	3	100	198
Four	23	4	25	23	17	3	4	100	120
Five to Seven	32	6	19	19	16	4	3	100	186
Eight or More	28	5	22	24	12	8	2	100	93
RESOURCE MATERIALS SENT TO CLIENTS									
None	14	6	27	15	25	5	8	100	203
Some	23	4	25	19	19	7	3	100	732
ETRs CONTACTED BY CLIENTS									
None	9	3	23	23	27	10	6	100	548
Some	40	7	27	12	9	3	2	100	387
SUPPORTIVE SERVICES CONTACTED BY CLIENTS									
None	20	4	29	17	18	7	5	100	659
Some	24	5	17	22	25	6	2	100	276
NUMBER OF CONSTRAINTS DISCUSSED									
None	22	4	24	18	21	6	5	100	281
Some	23	5	27	19	16	7	4	100	654

Note: Percentages do not always total exactly due to rounding.
* The number of clients per counselor is not reported for purposes of counselor anonymity.

Despite considerable variation among individual counselors, however, there was only minor or no variation when clients' status at termination was related to four major counselor characteristics: sex, race, age, and level of education. As indicated in the table, the distribution of outcomes was almost the same for female and male counselors, black and white counselors, counselors with and without a bachelor's degree, and counselors who were under or over 30 years of age.

The total number of counseling interviews was related to termination status. Generally, the more counseling interviews clients had, the more likely they were to be enrolled at termination. Clients who had five to seven or eight or more interviews with a counselor were much more likely (32% and 28%, respectively) to be enrolled at termination than clients who had one or two interviews (7% and 17%). In terms of Job-related outcomes, clients with one interview were much less likely (9%) to be employed than clients in the other categories (from 18% to 24%), and much more likely (33%) than clients with more than one counseling interview to be looking for work (from 12% to 22%). Compared to clients with more than one counseling interview, clients with only one were also more likely to decide not to enroll in an ETR or enter the world of work (9%, compared to a range of 2% to 4%).

Overall, status at termination does not appear to be related to the total number of resource materials sent to clients, with the exception of a tendency for those receiving no materials to be enrolled or employed at lower rates (14% and 15%, respectively) than those who received some resource materials (23% and 19%).

On the other hand, there was a strong relationship between number of ETRs contacted by clients and their enrollment status at termination. Compared to

clients who never talked directly with a representative of an ETR, a much higher percentage of those clients who did were enrolled at termination (40% compared to 9%). As might be expected, compared to those who did make ETR contacts, a greater percentage of clients who made none were in each of the three Job-related outcome categories (23% compared to 12% were employed; 27% compared to 9% were searching; and 10% compared to 3% had not yet begun to search).

There appeared to be a minor relationship between the number of supportive services contacted by clients and their status at termination. Compared to clients with no supportive service contacts, a slightly higher percentage of those who contacted one or more were enrolled (24% compared to 20%), employed (22% compared to 17%), or job searching (25% compared to 18%) at termination. Further, clients who reported no contacts with supportive service agencies were more likely to have decided to enroll, but not yet applied (29% compared to 17% of clients with some supportive service contacts).

Somewhat unexpectedly, the number of constraints discussed by clients and counselors during counseling was not related to status at termination. Clients who discussed no constraints and some constraints were about equally likely to be in each of the outcome categories.

What Were Clients' Career Objectives?

In addition to recording their termination status, counselors also asked clients several questions about their educational and work plans at the time they left the Service. In terms of whether or not they had decided on one specific vocational objective, slightly more than 400 of the 935 clients said that they had done so, with the remainder saying that they had not yet

reached a firm decision among more than one possibility, that they had decided to postpone making a specific decision until after completing more education, and that they were more interested at present in getting into school or finding any job than in deciding on a future career objective.

The responses of those clients who did cite one specific career objective at termination were then categorized by occupational level and field (using a modified version of Roe's Occupational Classification System) and by Occupational Census Code. The table on the following page summarizes the clients' career objectives at termination by level, field, and occupational census code.

In terms of skill level, slightly over one-third (34.9%) of the respondents mentioned career objectives at the semi-skilled level, with about the same percentage (31.3%) citing occupational objectives at the professional level. One out of five (20.5%) respondents cited a career objective at the skilled level, with the remaining 13.3% naming career objectives at the unskilled level.

In terms of field, slightly over one-half of the respondents cited career objectives in two fields, Business Organization (29.3%) and Service (21.7%). Mentioned by smaller percentages of respondents were occupations in the fields of General Culture (15.0%), Arts, Entertainment, and Recreation (13.1%), Technology (9.9%), and Science (6.4%). Least represented were the Business Contact (3.8%) and Outdoor (1.0%) fields.

An examination of career objectives at termination by Occupational Census Code reveals that one-half (49.3%) of the respondents cited jobs in the Professional, Technical and Kindred area. Objectives in the Clerical area and the Service area were each mentioned by about one-fifth of the respondents (18.5% and 17.8%, respectively). Mentioned by far fewer respondents were objectives categorized as being Craftsmen and Kindred (6.2%), Managers and Administrators (3.3%), and Sales Workers (2.4%).

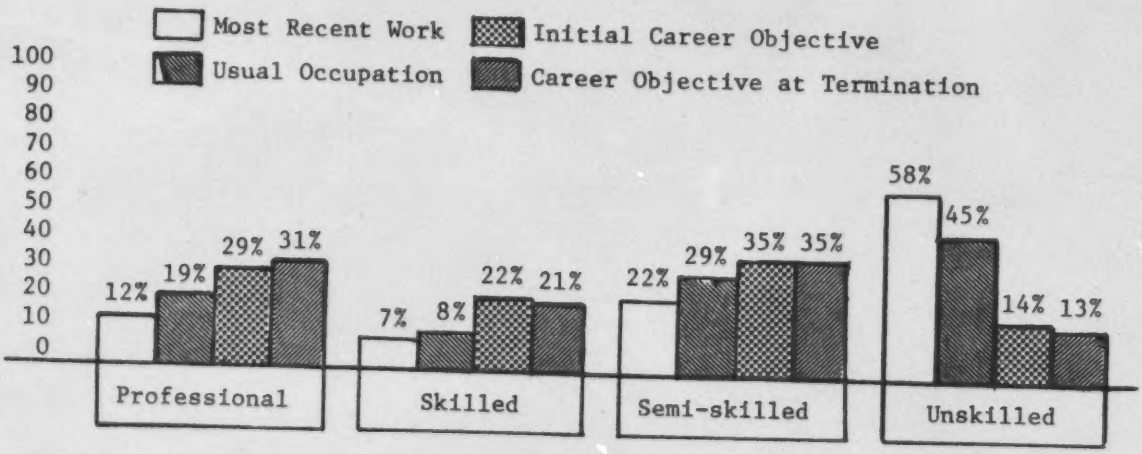
Level, Field and Occupational Census Code for Clients' Career Objectives at Termination

LEVEL (Roe System)	Number of Respondents	Percentage of Respondents
Professional	130	31.3%
Skilled	85	20.5
Semi-skilled	145	34.9
Unskilled	55	13.3
TOTAL	415	100.0%

FIELD (Roe System)		
Service	68	21.7%
Business Contact	12	3.8
Business Organization	92	29.3
Technology	31	9.9
Outdoor	3	1.0
Science	20	6.4
General Culture	47	15.0
Arts, Entertainment, Recreation	41	13.1
TOTAL	314	100.0%

OCCUPATIONAL CENSUS CODE		
Professional, Technical & Kindred	208	49.3%
Managers and Administrators	14	3.3
Sales Workers	10	2.4
Clerical and Kindred	78	18.5
Craftsmen and Kindred	26	6.2
Operatives, Except Transport	5	1.2
Transport Equipment Operatives	1	0.2
Laborers, Except Farm	5	1.2
Service Workers, Except Priv. Hsld.	75	17.8
TOTAL	422	100.0%

The career objectives of clients at termination may be compared to clients' career objectives at the time they entered the Service, as well as to such indicators of occupational experience as usual occupation and most recent job. Results, presented and discussed in the earlier section on home-based clients of the Counseling Service (pp.3.44-3.47), deserve repeating here. While clients' occupational experiences were primarily at the semi-skilled and unskilled level, their career objectives at entry were much less likely to be so. The chart below presents a comparison of the skill level of clients' career objectives at termination and the three other indices of skill level, most recent work experience, usual occupation, and career objective at entry.



Inspection of the chart reveals clearly that the skill level of clients' career objectives at termination is much more closely related to the level of clients' original career aspirations than it is to the two indicators of occupational experience. This is most apparent in the case of occupation at the

unskilled level. While only 13% and 14%, respectively, of career objectives at exit from and entry to the Service are at the unskilled level, 50% and 45%, respectively, of the most recent work experiences and usual occupations are at this level.

In addition to the contrast by skill level, occupational aspirations and experiences may also be contrasted by field and Occupational Census Code, as was done in the earlier section (pp. 3.46 - 3.47). The table below includes the data from the previous section and adds information regarding clients' career objectives at termination.

	Most Recent Work	Usual Occupation	Initial Career Objective	Final Career Objective
FIELD (Roe System)	(N=916)	(N=345)	(N=771)	(N=314)
Service	19.9%	19.4%	31.3%	21.7%
Business Contact	8.2	5.5	22.7	3.8
Business Organization	33.3	37.1	13.2	29.3
Technology	23.7	18.9	10.5	9.9
Outdoor	1.0	0.9	9.2	1.0
Science	1.4	2.2	8.4	6.4
General Culture	9.8	12.1	3.9	15.0
Arts, Entertainment, Recreation	2.7	3.9	0.8	13.1
TOTAL	100%	100%	100%	100%
OCCUPATIONAL CENSUS CODE	(N=939)	(N=565)	(N=656)	(N=422)
Professional, Technical and Kindred	16.0%	23.2%	44.8%	49.3%
Managers & Administrators	3.0	3.4	2.3	3.3
Sales Workers	8.1	5.8	2.6	2.4
Clerical and Kindred	31.6	33.3	18.9	18.5
Craftsmen and Kindred	5.9	6.5	9.5	6.2
Operatives	13.5	9.0	1.2	1.2
Tran. Equip. Operatives	1.4	0.4	0.3	0.2
Laborers	3.1	3.4	0.8	1.2
Farmers & Farm Managers	0.1	0.0	0.2	0.0
Service Workers	16.3	14.7	19.5	17.8
Private Hsld. Workers	1.1	0.4	0.0	0.0
TOTAL	100%	100%	100%	100%

In terms of occupational field, there is a tendency for the final career objectives of clients to be somewhat less like initial career objectives and somewhat more like indicators of occupational experience. This is most apparent in the Service field, which accounts for about one-fifth of the most recent work (19.9%) and usual occupations (19.4%), about one-third (31.3%) of initial career objectives, and then returns to a level of about one-fifth (21.7%) of the career objectives at termination. This same pattern is evident in the Business Organization field, with respective percentages of 33.3%, 37.1%, 13.2%, and 29.3%. Taken together with the results regarding skill level, the results tend to support the following generalizations: at termination, clients tend to set objectives at a higher skill level than their previous occupational experience and at about the same level as their objective at the start of counseling; further, after considering occupations in the fields which are different from their previous employment, clients tend to set objectives at somewhat higher levels in fields which are familiar to them.

What Were Clients' Unresolved Constraints?

In addition to inquiring about their career objectives, counselors asked clients to identify any career-related constraints that were not yet completely resolved. The table on the following page summarizes data for 433 out of the 935 clients who identified one or more unresolved constraints.

As expected, the major problem area was financial, mentioned by almost two-thirds (63.7%) of the clients who identified one or more unresolved constraints. About one in five (20.1%) respondents mentioned child care as a continuing problem, with smaller percentages mentioning health problems (13.2%), problems in dealing with spouse or family (10.6%), and transportation problems (6.2%).

Unresolved Constraints at Termination	Number of Clients Who Mentioned Each Constraint	Percentage of Clients Who Mentioned Each Constraint
Financial	276	63.7%
Child Care	87	20.1
Health	57	13.2
Spouse/Family	46	10.6
Transportation	27	6.2
Other Constraints	48	11.1
TOTAL	541	124.9%*

*Totals to more than 100% because clients mentioned more than one constraint.

What Were Clients' Immediate School and Job Plans?

In addition to their career objectives and unresolved constraints, counselors asked clients about their immediate school and work plans. Clients with ETR-related outcomes were asked when they expected to begin, if they would be enrolled full-time or part-time, and the name of the institution, programs, and courses. The table on the following page presents data for starting time and schedule plans.

As indicated in the table, about one out of every three (32.4%) clients who responded to the question had already begun their studies. Most of the remaining respondents planned to begin within a year, with 20.1% beginning within three months, 11.8% within three to six months, and 15.1% within seven to twelve months. Only 3.8% indicated a starting date beyond one year from the time of termination, with 16.8% unsure about a starting date.

Starting Date for Education or Training		Number of Respondents	Percentage of Respondents
Had already begun		129	32.4%
Within three months		80	20.1
Three to six months		47	11.8
Seven to twelve months		60	15.1
After one year		15	3.8
Unsure		67	16.8
	TOTAL	398	100%
Schedule Plans			
Full-time		143	32.9%
Part-time		247	56.8
Unsure		45	10.3
	TOTAL	435	100%

In terms of their schedule plans, more than one-half (56.8%) of the respondents indicated that they would be attending on a part-time basis, with about one-third (32.9%) planning to study on a full-time basis. The remaining 10.3% of the respondents were unsure about whether they would be studying on a full-time or a part-time basis.

In terms of the types of institutions they were either enrolled in or planning to enter, most respondents identified colleges, universities, and professional schools, as the table on the following page indicates.

The results indicate that one-half (49.2%) of the respondents planned to attend colleges (two or four year), universities, and professional schools. The next three most frequent institutional types, each mentioned by about the same percentage of respondents, were post-high school business, trade, and vocational/technical schools (13.5%); adult education programs including

Type of Institution	Number of Respondents	Percentage of Respondents
Colleges (two or four year), universities, and professional schools	178	49.2%
Post High School Business, Trade, and Vocational/Technical Schools	49	13.5
Adult Education Programs (including High School Equivalency)	40	11.0
Government-Sponsored Programs for Disadvantaged, Underemployed, or Unemployed	40	11.0
Hospital Training Programs	18	5.0
Apprenticeship and OJT Programs	13	3.6
High School	8	2.2
Others, including U.S. Armed Forces, Private Tutors, and External Degree Programs	16	4.4
TOTAL	362	100%

adult basic education and high school equivalency (11.0%); and government-sponsored programs for the disadvantaged, underemployed, and unemployed (11.0%). Cited by fewer respondents were hospital training programs (5.0%) apprenticeship and OJT programs (3.6%) and regular high school programs (2.2%).

Project staff were also interested in the specific programs or courses in which clients were planning to enroll, with both programs and courses being grouped into five major categories: professional preparation, liberal arts and sciences (LAS), high school, vocational/business/trade/technical/industrial, and basic educational skills. An important distinction was made between programs and courses. "Programs" were defined to include training which provides sufficient knowledge and skills to enter an occupation at the entry level. "Courses"

were defined as training that either provides an introduction to a specific career field, or supplements an individual's knowledge or skills in a way which facilitates entry into or advancement in a career field.

The following table summarizes the programs and courses which clients had either started or planned to enter at the time they terminated from the Service. Although clients did not state more than one program, they could, of course, mention more than one course.

	Programs		Courses	
Type of Program or Course	Number	Percentage	Number	Percentage
Professional Preparation	77	28.7%	18	10.9%
Liberal Arts & Sciences	33	12.3	32	19.4
Vocational/Business/Trade/ Technical/Industrial	150	56.0	57	34.5
High School	4	1.5	13	7.9
Basic Education (including high school equivalency)	4	1.5	45	27.3
TOTAL	268	100%	165	100%

Inspection of the table indicates that more programs were identified than were courses (268 and 165, respectively). Among the programs, over one-half (56.0%) of the respondents named programs in the vocational/business/trade/ technical/industrial category. Within this category were specific programs for health technicians, clerical and office work, service occupations, auto mechanics and repair, art and design, communications, computer specialists, and science technicians. Professional level programs were mentioned by over one-quarter (28.7%) of the respondents, and included preparation for health technology, nursing, business management, education, social work, home economics,

and engineering. Liberal arts and science programs (primarily in art, biology, and the social sciences) accounted for 12.3% of the responses, while high school and basic education programs accounted for the remaining 3.0%.

In terms of courses, slightly over one-third (34.5%) of all courses mentioned were in the vocational/technical/business area. Over one-quarter (27.3%) were related to basic skills preparation, particularly high school equivalency preparation. Liberal Arts and Sciences courses accounted for almost one-fifth (19.4%) of the responses. Professional preparation courses and high school courses were least represented (10.9% and 7.9%, respectively).

In terms of immediate job plans, clients with a job-related termination status were asked to indicate when they expected to begin their job or the job search, if they planned to work full-time or part-time, what the jobs were, and if the jobs were related to the career objective they had stated at termination. The table on the following page summarizes data for starting date and schedule plans.

In terms of starting date, well over three-fourths (81.5%) of the respondents said that they had already begun their jobs or had started their job search, with one-tenth (9.7%) saying that they planned to begin their jobs or job search within three months. The remaining respondents planned to begin after three months (5.7%) or weren't sure when they would begin (3.1%). With regard to scheduling plans, about two-thirds (63.2%) of the respondents were employed in or were seeking full-time jobs, and over one-quarter (28.0%) were working in or seeking part-time jobs. The remaining 8.8% were not sure of their scheduling plans.

When counselors asked clients about the job they had obtained or that they were searching for, about three-fourths of the 422 clients with a

Starting Date for the Job or the Job Search	Number of Respondents	Percentage of Respondents
Had already begun	344	81.5%
Within three months	41	9.7
Three to twelve months	14	3.3
After one year	10	2.4
Unsure	13	3.1
TOTAL	422	100%
Schedule Plans		
Full-time	223	63.2%
Part-time	99	28.0
Unsure	31	8.8
TOTAL	353	100%

job-related termination identified their immediate job plans. The table on the following page summarizes the level, field, and census classification of these clients' immediate job plans.

In terms of skill level of clients' immediate job plans, nearly one-half (44.2%) of the respondents mentioned jobs in the unskilled area, and one-fourth (25.1%) identified jobs in the semi-skilled area. Professional and skilled jobs accounted for 18.0% and 12.7%, respectively. Compared to clients' career objectives at termination, these immediate job plans were at lower skill levels, most probably because these immediate job plans were transitional in nature. Most of the clients who had mentioned immediate work plans said that the job they took or were looking for was related to their long-range career objective. Often it was an entry level job in a field in which clients wished to progress. Further, sometimes these immediate job plans of clients were related to much more basic needs. With an unemployment

Clients' Immediate Job Plans by Level, Field, and Occupational Census Code

LEVEL (Roe System)	Number of Respondents	Percentage of Respondents
Professional	51	18.0%
Skilled	36	12.7
Semi-skilled	71	25.1
Unskilled	125	44.2
TOTAL	283	100.0%

FIELD (Roe System)		
Service	43	16.2%
Business Contact	27	10.2
Business Organization	85	32.1
Technology	37	14.0
Outdoor	5	1.9
Science	8	3.0
General Culture	42	15.8
Arts, Entertainment, Recreation	18	6.8
TOTAL	265	100.0%

OCCUPATIONAL CENSUS CODE		
Professional, Technical & Kindred	70	24.1%
Managers and Administrators	13	4.5
Sales Workers	21	7.2
Clerical and Kindred	83	28.5
Draftsmen and Kindred	19	6.5
Operatives	23	7.9
Transport Equipment Operatives	1	.3
Laborers, Except Farm	11	3.8
Farmers	1	.3
Service Workers, exc. Priv. Hsld.	46	15.8
Private Household	3	1.0
TOTAL	291	100.0%

rate of 12-18% in Rhode Island, a number of clients indicated that they had taken jobs at a lower skill level while continuing to look for jobs at their preferred level. Finally, this analysis included no job plans for clients with ETR-related outcomes, which would quite naturally be expected to be at higher skill levels.

In terms of field, the immediate job plans of about one-third (32.1%) of the respondents with job-related outcomes were in the Business Organization area. The fields of Service, General Culture, and Technology were each cited by approximately the same percentage of respondents (16.2%, 15.8%, and 14.0%, respectively). About one-tenth (10.2%) cited the Business Contact field, with 6.8% mentioning immediate job plans in the field of Arts, Entertainment, and Recreation. The Science and Outdoor fields were mentioned least often (3.0% and 1.9%, respectively).

In terms of Occupational Census Code, the data indicate that jobs in two areas accounted for over half of the clients' immediate job plans: Clerical (28.5%) and Professional, Technical and Kindred (24.1%). Service occupations were mentioned by 15.8% of the respondents, while jobs in other areas included Operatives (7.9%), Sales Workers (7.2%), Craftsmen (6.5%), and Managers and Administrators (4.5%). All other areas accounted for the remaining 5.5% of the responses.

CLIENT EVALUATION OF THE SERVICE

Introduction

The reactions of clients, the consumers of a service, represent an important source of information when making decisions about the effectiveness and responsiveness of a human service program. When combined with information obtained from other data collection stages -- baseline, process, and outcome -- data from follow-up interviews with clients rounds out a comprehensive system of program evaluation.

The primary purpose of the Client Reaction and Evaluation (CR&E) Interview was to determine the clients' reactions to and evaluations of both the Career Counseling Service and the particular counselor with whom the clients were involved. A secondary purpose of the interview was to check the career status of the client, as recorded by the counselor on the Termination Form.

CR&E Interviews were initiated formally with all terminated clients beginning September 4, 1975. These follow-up interviews, which were conducted by the staff of the Project's Research and Evaluation Component, continued until March 31, 1975, when formal data collection efforts came to an end.

The procedure for conducting CR&E interviews was as follows. During the last scheduled counseling interview, counselors asked their clients if they would be willing to participate in a follow-up interview with a member of the Research staff. Clients were told that the purpose of the interview was to get their reactions to the counseling services they had received. Counselors told their clients that the interview would be confidential and

that their answers or comments would not be revealed by the interviewer. Overall, clients were very willing to participate in the follow-up interviews. Out of over one thousand clients terminated between August 1974 and March 1975, only 1% said that they did not wish to participate.

The procedure was slightly different for clients with whom the Service lost contact during the course of counseling (explained in the previous section on Clients' Status at Termination). For these "lost contact" clients, research interviewers began attempts to reach them by telephone a week after they had been terminated by the Service.

An extensive attempt was made to reach all terminated clients. Research staff were allotted up to 14 attempts (ten daytime and four evening calls) to establish telephone contact. The following table summarizes the results of efforts to contact 1031 clients.

CLIENTS CONTACTED	N	Percent	CLIENTS NOT CONTACTED	N	Percent
Interview Fully Completed	823	96.7%	No Answer - Repeated Attempts	109	60.6%
Interview Partially Completed	10	1.2	No Contact - Reason Determined (e.g., client moved, new unlisted telephone, etcetera.	71	39.4
Client Refused to Participate	14	1.6			
Other (e.g., language barrier)	4	0.5			
	851	100.0%		180	100.0%

As the table above indicates, interviewers were successful in reaching the preponderance of clients: telephone contact was established with 851 (over 80%) of the 1031 terminated clients. For those clients with whom

interviewers established contact, they were able to fully complete 96.7% and partially complete 1.2% of the interviews. The results to be presented and discussed below are based upon these 833 interviewed clients. Only 1.6% of the clients who were contacted by interviewers refused to participate, with less than 1% not being interviewed for other reasons, including a language barrier between client and interviewer.

Interviewers were not able to establish contact with 180 (less than 20%) of the 1031 terminated clients. For those clients who were not contacted, the telephones were never answered at the homes of 60.6% of them, despite repeated attempts. For the remaining 39.4% of the clients, interviewers were able to determine reasons for their inability to establish contact, such as disconnected telephones, unlisted telephone numbers, and clients who had moved or were deceased.

All of the follow-up interviews were conducted according to a detailed interview schedule designed by research and counseling staff. A copy of the CR&E Form appears in Appendix B. The interviews, which averaged less than one-half hour to complete, were divided into a number of major sections, including the following:

- Confirmation of termination data
- Reasons for calling the Service
- Extent and evaluation of areas of counseling
  - personal
  - world of work
  - constraints
  - education and training
  - job search
- Evaluation of key aspects of the model
  - the counselor
  - the use of the telephone
  - the Resource Center
  - the print materials received

- Factors influencing career decisions
- Relative importance of Information, Guidance, & Referral
- Overall evaluations and suggestions for improvement

Most of the interviews were conducted fairly soon after the clients were terminated from the Service. One-half of the interviews were done within two weeks, and about three-fourths were completed within one month of clients' termination. Within three months, 95% of the interviews were completed. The remainder were completed more than three months after clients were terminated, with the longest occurring seven months after a client's termination.

Using data from the CR&E interview, this section addresses the following questions:

- What Was the Career Status of Clients at Follow-Up?
- Did Counselors Understand Clients' Reasons for Calling?
- How Did Clients Evaluate the Content Areas of Counseling?
- What Was the Most Important Service Clients Received?
- How Did Clients Evaluate Their Counselors?
- How Did Clients Evaluate the Use of the Telephone for Counseling?
- What Were Clients' Overall Reactions to and Evaluations of the Service?
- How Did Clients Benefit from Career Counseling?
- What Factors Influenced Clients' Decision-Making?
- How Did Clients Evaluate the Materials They Received?
- How Did Clients Evaluate the Resource Center?
- A Closer Look at the Content Areas of Counseling
- Did Clients' Evaluation of the Service Change Over Time?
- What Was the Relationship Between Client Evaluation Variables and Selected Baseline Variables?
- What Was the Relationship Between Client Evaluation Variables and Selected Counseling Process Variables?
- What Was the Relationship Between Client Evaluation Variables and Status at Termination?

What Was the Career Status of Clients at Follow-Up?

As mentioned previously, one purpose of the CR&E interview was to double check clients' status at termination, as determined by counselors during the last regularly scheduled counseling interview. Out of the 833 clients interviewed by the research staff, 760 of them (the remainder being in the "lost contact" category) were asked if the reason for termination identified on the Termination Form was correct. Of them, 93.7% reported that the reasons recorded by counselors was correct, with only 6.3% saying they were not. These results indicate a high degree of correspondence between what counselors had recorded at termination and what clients told research interviewers two weeks to seven months after termination.

The question of confirmation or disconfirmation was simply not appropriate for the 73 clients with whom the Project had lost contact, since they had not been assigned an outcome at termination. However, for both this group and the 48 clients who indicated that their recorded reason for termination was incorrect, interviewers attempted to determine their career status at the time of the follow-up interview, as presented below.

Career Status	Number of Respondents	Percentage of Respondents
Employed	42	34.7%
Enrolled	30	24.8
Enrolled and Employed	13	10.7
Undecided or No Plans	28	23.1
Other	3	2.5
Not Ascertained	5	4.1
TOTAL	121	100.0%

Inspection of the table indicates that about one-third (34.7%) of these clients reported that they were working on a part- or full-time basis. About one-quarter (24.8%) were enrolled, with about one-tenth (10.7%) reporting that they were both enrolled and working. Approximately one-quarter (23.1%) of the clients said that they had no career plans at the time of the follow-up interview.

The follow-up interview also provided an opportunity to ask the 73 "lost contact" clients their reasons for not continuing with the Service. The answers of the 71 clients who responded to the question are summarized below.

Reason for Not Continuing with Service	Number of Respondents	Percentage of Respondents
Enrolled or Employed	21	29.6%
Dissatisfaction with Service	20	28.2
Personal or Family Problems	17	23.9
Counseling Completed (Positive Reaction)	6	8.5
Other	7	9.8
TOTAL	71	100%

These results indicate that almost three out of ten (29.6%) respondents discontinued their involvement with the Service because they became enrolled or took a job. About the same percentage (28.2%) cited some level of dissatisfaction with the Service or their counselor, with slightly less than one-fourth (23.9%) citing personal and/or family problems as their reason for not continuing. One-tenth (9.8%) of the respondents mentioned a variety of reasons, including change of residence and postponement of career plans. Another group (8.5%) expressed some level of satisfaction with the Service, while saying that they felt their involvement in counseling had been completed.

Did Counselors Understand Clients' Reasons for Calling?

The importance of the initial counseling interview is widely recognized, in large part because the first encounter between client and counselor "sets the tone" for subsequent interviews. During their initial interviews, counselors asked all clients why they called the Service. Data relevant to this question were presented in an earlier section of this report, Home-Based Clients of the Career Counseling Service. Because of the importance of this area, the follow-up interview included questions which asked former clients to recall both their original reason for calling the Service and how satisfied they were that their counselor understood their reasons for calling.

The table below summarizes data relevant to the question regarding why clients called the Service. The table summarizes the reasons for calling as well as the number and percentage of respondents mentioning each reason.

Reason for Calling	Number of Respondents	Percentage of Respondents
Career Choice	330	39.6%
ETR Choice	263	31.6
Job Search	227	27.3
Guidance and Support	132	15.8
Supportive Service Need	32	3.8
Curiosity	49	5.9
Other	45	5.4
TOTAL	1078	129.4%*

*Totals to greater than 100% because more than one reason was cited.

These results are quite similar to data on client expectations from counseling (presented in the earlier section on home-based clients), in that the three major reasons for calling are the same: career choice, choice of an educational and training resource (ETR), and assistance in conducting a job search. The most commonly cited reason for calling the Service was for assistance in making a career choice (39.6%). Just under one-third (31.6%) of the clients reporting requests for help in making an ETR Choice. Slightly more than one-quarter (27.3%) of the clients mentioned reasons that were related to the job search. The last major category of reasons for calling was for guidance and support, which was mentioned by 15.8% of the former clients. Additional reasons were for help in locating career-related supportive services in the community (3.8%), general curiosity (5.9%), and a variety of other responses (5.4%).

When asked how satisfied they were that their counselor understood their reasons for calling, the vast majority of former clients responded positively, as indicated in the following table.

Satisfaction with Counselors' Understanding of Reasons for Calling	Number of Respondents	Percentage of Respondents
Very Satisfied	567	68.8%
Satisfied	230	27.9
Dissatisfied	21	2.5
Very Dissatisfied	6	.7
TOTAL	824	100.0%

As indicated in the table, over two-thirds (68.8%) of the respondents said they were very satisfied with their counselor's understanding of their original reasons for calling, with 27.9% saying that they were satisfied. Only 2.5% said they were dissatisfied and less than one percent said they were very dissatisfied with their counselor's initial level of understanding.

How Did Clients Evaluate the Content Areas of Counseling?

Since effective career counseling procedures are tailored to the needs of the individual client, the nature and course of counseling will not be the same for everyone. Given this well-accepted principle, Project staff were interested in determining clients' perceptions of the areas addressed in their counseling, as well as their evaluation of the effectiveness of the Service in the various areas.

In order to answer the first question, counseling procedures were categorized into five major content areas, as presented below:

- Personal
  discussion of personal interests, abilities, needs, and concerns
- World of Work
  discussion of careers, jobs, or occupations of interest to the client
- Constraints
  discussion of problems that might prevent clients from carrying out their career plans, such as need for financial support
- Education and Training
  discussion of possible enrollment in education or training programs of interest to the client
- Job Search
  discussion of information or development of skills to help clients look for a job, such as resumes or job interviewing techniques

During follow-up interviews, each client was asked whether or not their counseling included each of the five content areas of counseling. The table below summarizes the results.

Content Areas Included in Counseling	Personal (N=831)	World of Work (N=831)	Constraints (N=831)	ETR (N=827)	Job Search (N=825)
Yes	91.7%	88.9%	52.8%	84.3%	31.6%
No	8.3	11.1	46.9	15.5	68.2
Other	-	-	0.2	0.2	0.1
TOTAL	100%	100%	100%	100%	100%

Inspection of the table above indicates a substantial variation in client perceptions of the frequency with which specific content areas were addressed in career counseling. More than nine out of ten (91.7%) clients indicated that counseling involved the discussion of personal interests, abilities, needs, and concerns, with about the same percentage (88.9%) saying that their counseling involved the examination of careers, jobs, and occupations. Possible enrollment in educational and training programs was also discussed by a large percentage (84.3%) of clients. However, the discussion of career-related obstacles or constraints was about as likely to be discussed (52.8%) as not. The most infrequent content area addressed in counseling was the discussion of job search techniques, mentioned by less than one-third (31.6%) of the clients.

Once the relative frequency of the various content areas had been determined, clients were asked to evaluate the adequacy of the counseling they

received in each specific area. Their ratings for each of the content areas of counseling are summarized below.

Client Ratings of Content Areas of Counseling	Personal (N=755)	World of Work (N=574)	Constraints (N=389)	ETR (N=674)	Job Search (N=252)
Excellent	48.6%	60.2%	49.6%	55.5%	57.1%
Good	40.8	35.9	33.4	32.3	34.1
Fair	7.8	3.3	11.6	9.1	7.5
Poor	2.4	0.3	4.4	1.5	1.2
Other	0.4	0.1	1.0	1.6	-
TOTAL	100%	100%	100%	100%	100%

Inspection of the table above leaves little doubt that, in general, clients had a high opinion of the counseling they received. There was only minor variation in the ratings given to the five content areas of counseling. For all five areas, about one-half or more of the respondents said that their counseling was excellent, with counseling related to the world of work being rated at this level slightly more often (60.2%) than the other areas (ranging from 48.6% to 57.1%). When percentages are combined, ratings of "excellent" and "good" were given by 89%, 96%, 83%, 88%, and 91% of the clients, respectively, for personal, world of work, constraints, ETR, and job search counseling.

There also appeared to be minor variation in the frequency with which clients considered various aspects of their counseling to be fair or poor. The percentage of clients who gave ratings of "fair" ranged from 3.3% for world of work counseling to 11.6% for counseling about constraints. The percentage of clients who gave "poor" ratings was very small, ranging from a

high of 2.4% in the area of personal counseling to almost zero percent in the world of work area.

What Was the Most Important Service Clients Received?

As mentioned earlier, there was substantial variation in the frequency with which various content areas were addressed in counseling. In addition to viewing counseling procedures in terms of the five major content areas described earlier, Project staff also identified broad counseling service areas that cut across the particular content areas of counseling. These broad service areas were:

- Information
  about careers and occupations, educational and training programs, employment projections, interviewing techniques, and job search skills
- Guidance
  help and support in making plans, anticipating problems, implementing decisions, and overcoming obstacles
- Referral
  to educational institutions, training programs, and supportive services in the community

Interviewers asked clients which of these three basic service areas was most important and next most important to them. Relevent data are presented in the following table.

Counseling Service Area	Most Important		Next Most Important	
	Number	Percentage	Number	Percentage
Information	376	46.1%	286	36.2%
Guidance	293	36.0	313	39.6
Referral	127	15.6	177	22.4
Other	19	2.3	14	1.8
TOTAL	815	100%	790	100%

The results indicate that almost one-half (46.1%) of the clients considered information to be the most important service they received, with a substantial minority (36.0%) indicating that guidance and support was the most important service. Referrals to institutions and agencies in the community was cited as the most important service by 15.6% of the former clients. When clients reported on the second most important service, 39.6% mentioned guidance, 36.2% indicated information, and 22.4% mentioned referral. Compared to information and guidance, the referral service area was perceived by clients to be not nearly as important. For example, as the most important service, information was mentioned three times more often than referrals, with guidance being mentioned more than twice as often.

How Did Clients Evaluate Their Counselors?

Since the use of paraprofessional counselors often raises some concerns about their ability to function effectively, the follow-up interview included a number of questions designed to determine clients' views of their counselors. Clients were asked about their overall level of satisfaction with their counselors, what they liked most and least about their counselors, and to rate their counselors in terms of four specific counselor competencies.

In terms of counselor skills, clients were asked to indicate their level of agreement or disagreement with four statements having to do with the extent to which counselors 1) provided support and encouragement to clients, 2) listened carefully to the things said by clients, 3) helped clients to think carefully about their career plans, and 4) let clients make their own decisions. In order to avoid a response set on the part of clients, the statement regarding listening skills was phrased in a negative way. That is, clients were asked to agree or disagree that their counselors did <u>not</u> listen carefully.

The table below summarizes data regarding clients' ratings of their counselors in the four skill areas.

Client Ratings of Counselor Skills	Provided Support and Encouragement N=821	Did Not Listen N=825	Helped Me Think Carefully N=819	Let Me Make Own Decision N=819
Strongly Agree	54.7%	2.5%	43.6%	62.9%
Agree	42.3	5.2	48.4	35.4
Disagree	2.7	45.5	7.0	1.1
Strongly Disagree	0.2	31.5	0.5	0.4
Other	0.1	15.3*	0.6	0.2
TOTAL	100%	100%	100%	100%

*Included 123 people (14.9% of total) who agreed that their counselors listened carefully.

Overall, the results indicate that clients had a very high opinion of the competencies of their counselors. Clients overwhelmingly agreed or strongly agreed that their counselors gave them support and encouragement (97.0%), helped them to think carefully about their career plans (92.0%), and let them make their own decisions (98.3%).

In terms of the statement about listening skills, interviewers were trained not to emphasize the reversal of the statement and also to record any spontaneous remarks made by clients. The results indicate that over three-fourths (77.0%) of the clients disagreed or strongly disagreed that their counselors did not listen. Another 14.9% agreed with the statement, but spontaneously added comments which indicated that they agreed that their counselor had listened rather than had not listened to them. Taken together, then, the results indicate that 91.9% of the clients expressed some level

of disagreement with the statement that their counselors did not listen carefully to them. Only 7.7% of the clients agreed or strongly agreed that their counselor did not listen carefully to them. None of these clients made spontaneous remarks to indicate that they were agreeing that their counselor did listen carefully to them.

In addition to ratings of the four skill areas, clients were also asked to indicate their overall level of satisfaction with their counselors. The results are summarized below.

Overall Satisfaction With Counselor	Number of Respondents	Percentage of Respondents
Very Satisfied	585	71.5%
Satisfied	203	24.8
Dissatisfied	24	2.9
Very Dissatisfied	3	0.4
Other	3	0.4
TOTAL	818	100%

Not surprisingly, in light of their ratings about counselor competencies, the results indicate that the vast majority of clients were very satisfied with their counselors. Almost three-fourths (71.5%) of the respondents reported that they were very satisfied, while 24.8% reported being satisfied with their counselors' overall performance. While 96.3% of the respondents expressed some level of overall satisfaction, a very small percentage (3.3%) reported some level of dissatisfaction.

Further information about clients' perceptions of counselors came from questions which asked what they liked most and least about their counselors. Since clients often provided more than one answer, there are more responses

reported than there are clients. In answer to the question about qualities liked most, 825 clients made 1684 specific responses, while 823 clients provided 828 answers to the question asking what they liked least about their counselor. After being recorded by interviewers, responses were later grouped into a number of general categories. The table on the following page presents the qualities that clients liked most and least in their counselors, along with the corresponding number and percentage of respondents mentioning each quality.

Inspection of the table reveals that almost half (46.9%) of the respondents mentioned warmth and friendliness as the quality they liked most in their counselors. Other qualities mentioned frequently by respondents included dimensions of helpfulness (41.1%), respect and concern for the individual (33.9%), and an ability to listen or attend carefully to clients (20.8%). Responses in one or another of these four categories accounted for most of the answers given by clients. A variety of other qualities were mentioned by somewhat smaller percentages of respondents, including those of liking the counselor for providing information and ideas (14.8%), being encouraging and supportive (13.5%), and being dependable and reliable (10.4%). In response to the question, less than 1% answered that they liked nothing about their counselor.

In terms of what was liked least about their counselors, the results indicate that the great majority (87.4%) of clients answered by saying that they could think of nothing that they disliked about their counselor. Slightly more than one out of ten (12.5%) respondents mentioned something that they disliked, with the most frequent being a dislike for the "style" of the counselor (3.0%). Other answers given by respondents included not getting information or ideas from the counselor (2.2%), dislike for the counselor's advice (1.7%), and a belief that the counselor was not dependable (1.1%).

Qualities Liked Most	Number of Respondents Mentioning Each Quality	Percentage of 825 Respondents
Warmth/Friendliness	387	46.9%
Helpfulness	339	41.1
Respectful/Concerned	280	33.9
Listening/Attending Skills	172	20.8
Source of Information/Ideas	122	14.8
Encouraging/Supportive	111	13.5
Dependable/Reliable	86	10.4
Competent/Thorough/Persistent	64	7.8
Honest/Straight forward	61	7.4
Other Positive, incl. age and sex	40	4.8
Other	22	2.7
TOTAL	1684	204.1%*

Qualities Liked Least	Number of Respondents	Percentage of 823 Respondents
"Nothing"	719	87.4%
Counselor's Style	25	3.0
Cold/Unhelpful/Unconcerned/ Did Not Listen	19	2.3
No Information/Ideas	18	2.2
Counselor's Advice	14	1.7
Undependable	9	1.1
Other Negative (Misc.)	18	2.2
Other	16	1.9
TOTAL	838	101.8%*

*Totals to greater than 100% because of multiple client responses.

In summary, the results of the clients' evaluation of their counselors are clear. The vast majority of clients expressed satisfaction with their counselor's overall performance, agreed that their counselors behaved competently, and said that there was nothing that they could think of that they liked least about their counselors. Further, the qualities that clients liked most about their counselors included their warmth, helpfulness, respect, and listening skills.

How Did Clients Evaluate the Use of the Telephone for Counseling?

Since the use of the telephone as a medium for counseling was another matter of interest to Project staff, former clients were asked what they liked most and least about using the telephone for counseling, as well as their overall level of satisfaction with the telephone. The data regarding answers to the latter question are presented below.

Satisfaction with Telephone	Number of Respondents	Percentage of Respondents
Very Satisfied	474	57.4%
Satisfied	291	35.2
Dissatisfied	44	5.3
Very Dissatisfied	16	1.9
Other	1	0.1
TOTAL	826	100%

The results indicate that well over one-half (57.4%) of the respondents said they were very satisfied and over one-third (35.2%) were satisfied with using the telephone for counseling purposes. Compared to 92.6% of the respond-

ents who indicated some level of satisfaction, only 7.2% mentioned some level of dissatisfaction, with 5.3% indicating that they were dissatisfied and 1.9% that they were very dissatisfied.

Some clues to clients' feelings about the telephone came in response to questions which asked what they liked most and least about using the telephone for counseling purposes. In response to the question, 817 clients provided a total of 1232 responses. A total of 839 responses were provided by the 821 clients who responded to the question regarding what they liked least. The table on the following page presents the factors that clients liked most and least about using the telephone for counseling, along with the corresponding number and percentage of respondents mentioning each factor.

The results clearly indicate that convenience was by far the most frequently mentioned factor when clients were asked what they liked most about using the telephone for counseling, with 926 convenience-related responses being mentioned by the 817 respondents (113.3%). The most frequently mentioned convenience factors were associated with transportation (35.7%), not having to leave home (16.5%), saving time (17.9%), and not having to make arrangements for child care (15.4%). Cited with less frequency were factors associated with not having to spend time and effort getting ready for an office appointment (4.3%) and not having to pay for costs involved in getting to counseling (3.3%). A fairly large percentage (20.2%) said that they liked the convenience of the telephone without specifying their reasons.

In addition to convenience factors, about one-tenth (10.8%) of the respondents simply stated that they preferred telephone over face-to-face counseling, with 6.9% mentioning the efficiency of the telephone and 7.8% citing a variety of other positive factors, including the feeling of being more

Factor Liked Most	Number of Respondents Mentioning Each Factor	Percentage of 817 Respondents
Convenience	926	113.3%
Transportation	(292)	(35.7)
Time	(146)	(17.9)
Not Leaving Home	(135)	(16.5)
Child Care	(126)	(15.4)
No Preparation	(35)	(4.3)
Monetary	(27)	(3.3)
General-Unspecified	(165)	(20.2)
Prefer Telephone Over Face-to-Face Contact	88	10.8
Efficiency of Telephone	56	6.9
Other Positive	64	7.8
More Relaxed	(21)	(2.6)
Privacy	(14)	(1.7)
Less Fear	(14)	(1.7)
Anonymity	(9)	(1.1)
Personal-Unspecified	(6)	(0.7)
Did Not Like Telephone	98	12.0
TOTAL	1232	150.8%*

Factor Liked Least	Number of Respondents	Percentage of Respondents
Nothing	441	53.7%
Not Having Face-to-Face Contact	232	28.3
Appointment Problems	52	6.3
Limited Information	32	3.9
Not Meeting Counselor	29	3.5
Miscellaneous-Negative	28	4.6
Interruptions	(19)	(2.3)
Impersonal	(14)	(1.7)
Lack of Privacy	(5)	(0.6)
Other, Including Don't Know	15	1.8
TOTAL	839	102.1%*

*Totals to more than 100% because of multiple client responses.

relaxed, less fearful, and having more privacy and anonymity. Slightly more than one-tenth (12.0%) of the respondents said they did not like using the telephone for counseling purposes. The reasons for respondents' negative responses is in part suggested by their answers to the question which asked what they liked least about using the telephone for counseling.

When asked what they liked least, over one-half (53.7%) said they could think of nothing that they disliked about telephone counseling. Slightly more than one-fourth (28.3%), however, expressed some degree of interest in wanting face-to-face counseling. Cited with less frequency were problems related to the scheduling of appointments (6.3%), the limited information which could be transmitted by telephone (3.9%), and not being able to personally meet their counselor (3.5%). A variety of negative comments were made by a small percentage (4.6%) of the respondents, such as too many interruptions when using the telephone, the impersonality of the telephone, and the lack of privacy.

Overall, the results clearly indicate that clients were very satisfied with the use of the telephone for counseling, in large measure because it was a very convenient way for them to talk to their counselors. Despite their general satisfaction with the telephone as a medium for counseling, however, a substantial minority of the former clients expressed some degree of interest in being able to have face-to-face contact with their counselors.

What Were Clients' Overall Reactions to and Evaluations of the Service?

In addition to evaluating key elements of the Service described above, former clients were asked several questions which called for an overall evaluation of the Career Counseling Service. The results for two questions, one which asked for an overall statement of satisfaction with services received and one which asked how valuable the Service was in helping them to make future career plans, are summarized below.

Level of Satisfaction	Number	Percent	Level of Value	Number	Percent
Very Satisfied	507	62.1%	Very Valuable	353	43.3%
Satisfied	262	32.1	Somewhat Valuable	358	43.9
Dissatisfied	36	4.4	Not Very Valuable	70	8.6
Very Dissatisfied	9	1.1	No Value at All	32	3.9
Other	3	0.4	Other	3	0.4
TOTAL	817	100%	TOTAL	816	100%

Inspection of the table above reveals that clients responded positively to both questions. Almost two-thirds (62.1%) of the respondents said they were very satisfied, with about one-third (32.1%) reporting that they were satisfied with the total services they received. Approximately one in twenty respondents said they were dissatisfied (4.4%) or reported that they were very dissatisfied (1.1%). When asked how valuable the Service was in helping them to make future plans, 43.3% said that it was very valuable and 43.9% said it was somewhat valuable to them. Less than one in ten (8.6%) found it not very valuable, and less than one in twenty (3.9%) reported the Service to be of no value at all to them in the making of future career plans.

Two additional inquiries that shed further light on clients' overall evaluation of the Service were questions which asked if they would recommend the Service to someone else and if they thought that the Service should continue to operate. The data relevant to these two questions are summarized in the table below.

	Would You Recommend Service?		Should the Service Continue?	
Response	Number	Percent	Number	Percent
Yes	800	97.4%	797	97.4%
No	18	2.2	15	1.8
Other	3	0.4	6	0.7
TOTAL	821	100%	818	100%

As indicated in the table, almost all (97.4%) of the clients who participated in the follow-up interviews said that they would recommend the Career Counseling Service to someone else and that the Service should continue to provide counseling services in the Rhode Island Community.

In an additional attempt to ascertain clients' overall evaluation, they were asked if they had any suggestions for improving the Career Counseling Service. Despite the fact that nearly all clients were satisfied with the overall services provided, almost half of them did make a suggestion for improvement, as presented in the table on the following page.

As indicated in the table, well over one-half of the respondents offered either no suggestions for improvement (52.6%) or maintained that the Service was good as it is (7.2%). The largest number of suggestions for improvement (14.3%) fell into a category of providing new or additional services, such as face-to-face counseling and placement services. About one in ten (11.6%)

Suggestions for Improvement	Number of Respondents Making Each Suggestion		Percentage of 760 Respondents	
No Suggestion	400		52.6%	
Good as It Is	55		7.2	
Provide Additional Services	109		14.3	
Face-to-Face Interviews		(63)		(8.3)
Placement Services		(25)		(3.3)
Other Additional Services		(21)		(2.8)
Make Service More Available	88		11.6	
More Advertising		(43)		(5.7)
Broaden Eligible Clientele		(32)		(4.2)
More Convenient Location		(13)		(1.7)
Provide More/Better Information	85		11.2	
Job-Related		(21)		(2.8)
ETP-Related		(21)		(2.8)
Supportive Service-Related		(17)		(2.2)
Other Information-Related		(26)		(3.4)
Improve Existing Service	62		8.2	
Improve Counselor Skills		(19)		(2.5)
More Responsive Service		(24)		(3.2)
Change Frequency of Contacts		(19)		(2.5)
Other	7		0.9	
TOTAL	806		106.0%*	

*Totals to greater than 100% because some clients made more than one suggestion.

respondents suggested that the Service be made more available to clients through such mechanisms as more advertising, broadened eligibility requirements for clientele, and a more convenient location. About the same percentage (11.2%) suggested that the Service provide either more or better information about jobs, educational and training programs, and supportive services in the community. Mentioned least frequently (8.2%) were suggestions for the improvement of existing services, such as bettering the skills of the counselors, making the Service more responsive, and modifying (either

by increasing or decreasing) the frequency of contacts between clients and counselors.

Taken together, the responses of former clients to a number of specific questions have consistently documented their overall positive reaction to the Career Counseling Service. Consistently, about nine out of ten former clients reported that they were satisfied with the services provided to them, found the services valuable in the making of career plans, would recommend the Service to another person, and believed that the Service should continue to operate in Rhode Island. Further, when asked how it could be improved, most made either no suggestions or said the Service was fine in its present form. Those who did make suggestions for improvement tended to mention extensions of the existing Service, such as face-to-face counseling, broadened eligibility requirements, and placement services.

How Did Clients Benefit From Career Counseling?

In addition to the client outcomes assigned at termination, Project staff were interested in the ways in which clients would describe how they benefited from their participation in career counseling. During follow-up interviews clients were asked two questions which bear on the issue: one asking how they changed, and the other asking what was the most important thing they got out of their involvement in career counseling. The former question will be considered first.

Five general categories emerged from the 921 specific responses of 805 clients to the question of how they had changed as a result of career counseling. These general categories of self-perceived change included cognitive, affective, behavioral, no change, and negative change. The table on the following page presents the five general categories, specific response categories within them, and their respective frequencies and percentages.

Self-Perceived Client Change	Number of Respondents Mentioning Each Type of Change		Percentage of 805 Respondents	
Cognitive Change	402		49.9%	
Better Idea of What to Do		(127)		(15.8)
Increased Self-Awareness		(65)		(8.1)
Made Career Decision		(52)		(6.5)
Identified New Career Directions		(50)		(6.2)
More Information		(47)		(5.8)
Educational Plans		(34)		(4.2)
Plans-Unspecified		(19)		(2.4)
Plans to Take Job		(8)		(1.0)
Affective Change	253		31.4	
More Confidence		(184)		(22.9)
More Determined		(34)		(4.2)
More Hopeful-Happier		(22)		(2.7)
More Self-respect		(10)		(1.2)
Other		(3)		(0.4)
Behavioral Change	33		4.1	
Went to School		(18)		(2.2)
Took Job		(11)		(1.4)
Upgraded Job		(4)		(0.5)
No Change	212		26.3	
Negative Change	21		2.6	
More Discouraged		(11)		(1.4)
Less Confident-Clear		(5)		(0.6)
Negative Response		(5)		(0.6)
TOTAL	921		114.4%*	

*Totals to greater than 100% because of multiple client responses.

As indicated in the table, cognitive changes were cited most frequently, being mentioned by 49.9% of the respondents. The most frequently cited changes in the cognitive domain included reports of having a better idea of what to do (15.8% of all respondents), increased self-awareness (8.1%), having made a career decision (6.5%), and identified new career directions (6.2%). Other cognitive changes included having more information and making career plans.

More than three out of ten (31.4%) respondents indicated changes in the affective domain, with the most frequently mentioned being related to having more confidence (22.9% of all respondents). Other affective changes reported by respondents included being more determined (4.2%), being more hopeful or happier (2.7%), and having more self-respect (1.2%).

The other major category of change (26.3%) was associated with respondents who reported no change as a result of career counseling. A small percentage (4.1%) of respondents described their change in terms of action, including such behavioral changes as going to school, taking a job, or upgrading their jobs. The smallest percentage (2.6%) of respondents reported a negative change, such as becoming more discouraged, or made a negative statement about the Service in response to the question.

When asked to identify the most important thing they got out of their participation in counseling, 820 clients made a total of 1003 responses, as indicated in the table of the following page. Inspection of the table reveals that over one-half (54.5%) of the respondents reported that information was the most important thing they got from the Service, with ETR-related and career-related information being specified most frequently (13.9% and 13.3%, respectively, of all respondents).

Almost one-third (32.0%) of the respondents reported that guidance and support from their counselors was the most important thing they got from career counseling. The next most frequently mentioned (19.6%) was client self-improvement, with most of the responses in the self-improvement category related to increased self-confidence (13.7% of all respondents).

Smaller percentages of respondents mentioned other factors as the most important thing they got from counseling, including the making of a career decision (6.0%), referrals to local institutions and agencies (2.7%), and

Most Important Thing From Counseling	Number of Respondents Mentioning Each		Percentage of 820 Respondents	
Information	447		54.5%	
ETR-Related		(114)		(13.9)
Career-Related		(109)		(13.3)
Job Search-Related		(30)		(3.7)
Other Information		(194)		(23.7)
Guidance and Support	262		32.0	
Self-Improvement	161		19.6	
More Self-confidence		(112)		(13.7)
More Practical/Realistic		(21)		(2.6)
Begin School or Work		(14)		(1.7)
Other Self-improvement		(14)		(1.7)
Made Career Decision	49		6.0	
Nothing	31		3.8	
Referrals	22		2.7	
Aware of Service	22		2.7	
Negative Response	9		1.1	
TOTAL	1003		122.4%*	

*Totals to greater than 100% because of multiple client responses.

becoming aware of the Service (2.7%). A small percentage (3.8%) said they got nothing from counseling or made a negative response to the question (1.1%).

What Factors Influenced Clients' Decision-Making?

Since Project Staff were concerned with the many factors that involved in clients' career decision-making, a portion of the follow-up interview was devoted to determining clients' perceptions of the relative influence of a number of important factors. No attempt was made to determine whether the factors had a negative or positive influence. The seven factors (presented in the same way they were presented to clients) and the percentage

of over 800 clients who rated each factor in terms of major, minor, or no influence are summarized in the table below.

Factors Influencing Career Decisions	Major	Minor	None	Other
Your Family Circumstances (such as husband's/wife's attitude and family responsibilities)	53.8%	18.5%	27.2%	0.5%
Amount of Time Required to Achieve Your Goals	49.8	30.5	18.6	1.1
Amount of Money Required to Achieve Your Goals	53.6	29.0	16.7	0.7
Information You Received From Counseling	61.3	28.9	8.9	1.0
Guidance and Support You Received Through Counseling	63.8	26.4	9.0	0.9
Job Opportunities in This Area for You (Number of jobs and kinds of jobs)	55.1	25.5	18.0	1.5
Educational Opportunities in This Area for You (Number of courses available, kinds of courses available)	61.2	23.8	13.8	1.2

Inspection of the table above reveals that, for the most part, all seven factors were rated by clients as having had a major influence on their decision-making. Although there was not substantial variation, the three which were most frequently said to have had a major influence were guidance and support received through counseling (63.8%), information received from counseling (61.3%), and the number and kinds of educational opportunities available in this area (61.2%).

Clients were also asked to select one out of the seven factors that was

the most influential in affecting their career decision-making. The table below presents the number and percentage of respondents who rated each factor as the most influential.

Most Influential Factor	Number of Respondents	Percentage of Respondents
Family Circumstances	240	29.1%
Time	90	10.9
Money	119	14.4
Information	75	9.1
Guidance and Support	85	10.3
Job Opportunities	118	14.3
Educational Opportunities	97	11.8
TOTAL	824	100%

The table reveals that family circumstances was the factor cited most frequently (29.1%) by respondents as having the most influence on their career decisions. The next most frequently mentioned factors were related to the amount of money required to achieve career goals (14.4%) and the job opportunities in the area (14.3%). The importance of the family circumstances factor is obvious, for it was mentioned twice as often as the second most frequently mentioned factor. The two factors that were least often mentioned as being most influential were guidance and support received through counseling (10.3%) and information received from counseling (9.1%). This is especially interesting, for in the comparison of all seven factors,

these were the two that were most frequently mentioned as having a major influence.

How Did Clients Evaluate the Materials They Received?

As mentioned previously, in delivering career counseling procedures by telephone, many clients were mailed a variety of informational materials. Because of the frequency and importance of this method of presenting information to clients, a portion of the follow-up interview was devoted to clients' use and evaluation of printed materials.

Out of over 800 clients, almost all of them (97%) reported receiving printed material from their counselor, with 98% of those who received materials saying they had read the material. Of this group, three-fourths (75%) said they had read all of it, with one-fourth (24%) reporting that they read only some of the material. Almost nine out of ten (89%) clients who read the material said that they found it useful, with just more than one in ten (11%) reporting that they did not find it useful.

When asked which material was most useful to them, 775 clients made a total of 911 responses, as indicated in the table on the following page. The results indicate that nearly one-half (46.1%) of the respondents identified material providing career and occupational information as being most useful to them. Within this general category were materials which presented general occupational information (15.1%), descriptions of job duties (12.8%), and alternative career options (8.4%).

The self-administered Self-Directed Search was mentioned as being most useful by 15.1% of the respondents, followed closely by material related to education and training (14.1%) and the job search process (11.0%). About

Most Useful Material	Number of Respondents Mentioning Each Material		Percentage of 775 Respondents	
Career-Occupational Information	357		46.1%	
General Occupational Information		(117)		(15.1)
Descriptions of Job Duties		(99)		(12.8)
Alternative Career Options		(65)		(8.4)
Employment Outlook Materials		(42)		(5.4)
Lists of Job Titles by Career Cluster		(20)		(2.6)
Job Salary-Wages Materials		(14)		(1.8)
Self-Directed Search (SDS)	117		15.1	
Education-Training Material	109		14.1	
Job Search-Resume Material	85		11.0	
Material Not Used/Not Useful	76		9.8	
Counseling Service/Resource Center Descriptions	41		5.3	
Constraints/Supportive Service Material	35		4.5	
All Materials Useful	24		3.1	
Women and Work Material	6		0.8	
Other, incl. Don't Know and Unclear	61		7.9	
TOTAL	911		117.5%*	

*Totals to greater than 100% because some clients identified more than one material.

One in ten (9.8%) respondents indicated that the material was either not used or was not useful. Other materials mentioned much less frequently included descriptions of the Career Counseling Service and Resource Center (5.3%) and material related to supportive services and the resolution of constraints (4.5%). A small percentage (3.1%) indicated that all of the materials were useful.

How Did Clients Evaluate the Resource Center?

The Resource Center was an important adjunct to the Career Counseling Service, because of its use by both counselors and by clients. Consequently, several questions during follow-up interviews examined clients' reasons for and reactions to using the Resource Center.

Of the over 800 clients who were asked if they had used the Resource Center, slightly more than one in ten (12.6%) said they used it one or more times. When asked what kinds of information they were looking for, the most frequently cited were information about specific occupations (41.1%) and job search information (29.5%). Other kinds of information that clients were seeking from the Resource Center included ETR information (17.0%), general career information (8.9%) and a number of other reasons (3.6%), which included curiosity. Out of 90 clients who responded, 94.4% said that the information they wanted was available in the Resource Center, with 5.6% indicating that they did not find what they were looking for.

Clients were asked to rate the usefulness of the information they received from the Resource Center and also the helpfulness of the Resource Center staff. Responses to both of these questions are summarized below.

Usefulness of Information	Number	Percent	Helpfulness of Staff	Number	Percent
Very Useful	47	50.0%	Very Helpful	73	75.3%
Useful	36	38.3	Helpful	19	19.6
Slightly Useful	5	5.3	Not Very Helpful	3	3.1
Not Useful	5	5.3	No Help At All	1	1.0
Other	1	1.0	Other	1	1.0
TOTAL	94	100%	TOTAL	97	100%

The answers to both questions indicate that the clients responded quite favorably to both the usefulness of the information they received as well as the helpfulness of the Resource Center staff. Almost nine out of ten said they found the information very useful (50.0%) or useful (38.3%) to them in their career planning. About one in ten said they found the information slightly useful (5.3%) or not at all useful (5.3%). Almost all of the clients found the staff at the Resource Center to be either very helpful (75.1%) or helpful (19.6%), with a small percentage finding the staff to be either not very helpful (3.1%) or no help at all (1.0%).

A Closer Look at the Content Areas of Counseling

As mentioned earlier in this section, the counseling procedures of the Career Counseling Service were comprised of five major content areas: personal, world of work, constraints, ETR, and job search counseling. Results presented earlier described the frequency with which each of the specific content areas was addressed in career counseling as well as clients' evaluation of the quality of the service that was provided in each area. In addition, clients were asked a number of other questions about four of the content areas of counseling. Clients' responses to these area-specific questions will be presented below.

World of Work Counseling

Almost nine out of ten (89%) clients reported that their counseling involved talking about careers, jobs, and occupations of interest to them. Of the clients with world of work counseling, over 95% rated the services as excellent or good, and less than 5% as fair or poor. When clients were asked if they had considered a larger number of jobs than they would have

ordinarily considered without counseling, 61% of the 737 respondents said they did, and 39% said they did not. When these same clients were asked if, as a result of counseling, they had more information about such things as job duties, salaries, educational requirements, and job outlook, over three-fourths (79%) said they did, and 21% said they did not. For those who said they did, the information that was most frequently mentioned as being of most value to them was information about educational requirements, employment outlook, and job duties.

Out of a total of over 700 respondents, well over one-half (58%) indicated that they had made some kind of specific decision about a career or occupation, with 42% indicating that they still remained undecided. Out of those who had decided, 33% identified a semi-skilled occupation, 29% a professional occupation, 19% an unskilled occupation, and 18% a skilled occupation. For the occupations that could be coded by field, the most often mentioned was Business Organization (35%), followed by Service (24%), General Culture (14%), and Technology (11%). Other fields mentioned were Arts, Entertainment, and Recreation (7%), Science (4%), Business Contact (3%), and the Outdoors (1%).

Clients who had made career decisions were asked how helpful the Career Counseling Service was to them in making their decision. Other one-half (54%) of the 401 respondents rated counseling as being very helpful and over one-fourth (28%) as helpful, with 6% rating counseling as being not very helpful and 12% as being of no help at all in making their career decisions.

Constraints Counseling

Slightly over one-half (53%) of the clients said that their counseling involved the discussion of constraints or problems that could prevent the implementation of career plans and decisions. Of the clients with constraint-related counseling, 85% rated the Service as very helpful or helpful, with about 15% rating it as fair or poor.

Clients were also asked if their counselors had referred them to any people or places in the community for help in resolving their constraints. Out of 379 respondents, about as many clients said their counselor did (52%) as did not (48%) refer them to a supportive service agency. For the clients who were referred, almost two-thirds (63%) reported that they had not heard about the referral person or place before the counselor mentioned it to them.

Education and Training Resources (ETR) Counseling

Over 84% of the clients mentioned that their counseling involved talking about their possible enrollment in educational or training programs. Of those clients with ETR counseling, almost nine out of ten rated the counseling as being excellent (56%) or good (32%), with approximately one in ten rating it as fair (9%) or poor (2%).

When asked if they had made a decision about education or training, 69% of the respondents reported that they had made some kind of ETR-related decision, while less than one-third (30.7%) were still undecided. For those clients who had decided, the most frequently mentioned types of educational institutions were two- and four-year colleges (55%), postsecondary vocational/technical schools (14%), adult education programs (10%), and government-sponsored programs (9%).

Clients were asked how much help counseling was to them in making their ETR decision and also the effect of career counseling on their level of confidence about educational or training programs. With regard to the former question, 63% of the 436 respondents rated counseling as very helpful and 20% as helpful. The remainder reported counseling to be not very helpful (8%) or of no help at all (7%) in making their ETR decision.

With regard to the role of career counseling in affecting their confidence about succeeding in educational or training programs, almost two-thirds (65%) of the 661 respondents said that career counseling had helped them to feel more confident about their ability to succeed. One-third (33%) said that career counseling had no effect on their confidence, and a small percentage (2%) reported that it resulted in their feeling less confident.

Job Search Counseling

Slightly less than one-third (32%) of the clients said that their counseling involved the discussion of information or the development of skills to help them conduct an effective job search. Over nine out of ten clients with job search counseling rated the services in this area to be excellent (57%) or good (34%), with less than one in ten rating it fair (8%) or poor (1%).

Clients were asked if, as a result of counseling, they had more knowledge about how to look for a job. Almost nine out of ten (89%) of the 256 respondents reported that they had more knowledge, with 11% reporting that they did not have more knowledge about how to go about looking for a job.

The final question in the area of job search counseling was related to clients' perceptions of the effect of counseling on their job search confidence. About three-fourths (71%) of the 231 respondents said that career counseling helped them to feel more confident about the way they look for a

job. Just over one-fourth (28%) said that counseling had no effect on their confidence, and a very small percentage (1%) said that they felt less confident after counseling.

Did Clients' Evaluation of the Service Change Over Time?

In addition to the previous analyses of the views of clients, Project staff conducted a quarterly analysis (June 1974 to February 1975) of selected CR&E variables in order to determine the nature of any changes over time. The quarterly data for six selected variables from the follow-up interview are summarized in the table below.

	Overall Satisfaction With Service			Overall Satisfaction With Use of Telephone			Overall Satisfaction With Counselor			Effect on ETR Confidence		Effect on Job Search Confidence		Value of Service in Making Plans		
	Very Satisfied	Satisfied	Dissatisfied and Very Dissatisfied	Very Satisfied	Satisfied	Dissatisfied Very Dissatisfied	Very Satisfied	Satisfied	Dissatisfied and Very Dissatisfied	More	No Difference or Less	More	No Difference or Less	Very Valuable	Somewhat Valuable	Not Very or No Value
	62%	32%	6%	57%	35%	7%	72%	25%	3%	65%	35%	71%	29%	43%	44%	13%
June - August 1974	66	28	5	58	34	8	74	21	5	68	32	80	20	43	43	14
September - November 1974	55	38	7	49	42	9	63	34	3	56	44	62	38	40	47	13
December - February 1975	60	36	3	63	33	5	75	22	3	63	37	65	35	48	40	12

While clients' perceptions of the Service are generally very positive, the results indicate a definite tendency for ratings to be less positive in

the fall quarter (September - November) than in the summer or winter quarter. This tendency is true of all six variables and is most evident in clients' evaluations of their counselors and the use of the telephone for counseling. Compared to 74% and 75%, respectively, during the summer and winter quarters, 63% of the clients reported being very satisfied with their counselors during the fall quarter. Similarly, compared to 58% and 63%, respectively, during the summer and winter quarters, 49% of the clients reported being very satisfied with the telephone during the fall quarter. While no definite explanation can be given for the fact that clients' ratings became somewhat less positive during the fall quarter, several factors may have contributed to the decline. First, ratings of social and human services may indeed have seasonal fluctuations, although this has not been clearly established by previous research. Second, all staff were informed in the fall of 1974 that federal support of Project services would be phased out in the spring of 1975, when staff had been expecting support through March of 1976. Whether this resulted in a temporary reduction in staff morale or effectiveness, however, remains only a matter of speculation.

What Was the Relationship Between Client Evaluation Variables and Selected Baseline Variables?

Of considerable importance to Project staff were several cross-stage analyses which examined the relationship between client evaluation of the Service and data obtained during the baseline, process, and outcome stages of data collection.

The CR&E variables selected for these analyses were: clients' overall satisfaction with the Service, their counselors, and the use of the telephone for counseling; the effect of counseling on clients' confidence about succeeding in education or training and conducting an effective job search; and the value of counseling in the making of future plans. The data for the cross-stage analyses are based on the responses of slightly less than seven hundred clients who participated in follow-up interviews. As in previous sections, however, the number varies from one specific analysis to another. In the case of sex, for example, data are available for nearly all clients. In the case of a variable like the effect of the Service on job search confidence, on the other hand, data are available only for the one-third who said that their counseling involved talking about aspects of the job search.

The first cross-stage analysis examined the relationship between demographic characteristics of clients and their evaluations of the Service. The table on the following page presents the relationship between selected CR&E variables and a number of baseline variables: sex, race, age, education, total family income, marital status, years since last full-time jobs, and skill level of usual occupation.

Inspection of the table reveals a strong relationship between sex and evaluation of the Service, with female clients evaluating all aspects of the Service much more positively than male clients. Women were much more likely

CLIENT EVALUATION OF THE SERVICE BY SELECTED BASELINE VARIABLES

Baseline Variables	Overall Satisfaction With Service			Overall Satisfaction With Use of Telephone			Overall Satisfaction With Counselor			Effect on ETR Confidence		Effect on Job Search Confidence		Value of Service in Making Plans		
	Very Satisfied	Satisfied	Dissatisfied and Very Dissatisfied	Very Satisfied	Satisfied	Dissatisfied and Very Dissatisfied	Very Satisfied	Satisfied	Dissatisfied and Very Dissatisfied	More	No Difference or Less	More	No Difference or Less	Very Valuable	Somewhat Valuable	Not Very or No Value
(Total)	62%	32%	6%	57%	35%	7%	72%	25%	3%	65%	35%	71%	29%	43%	44%	13%
SEX Female	65	30	5	61	32	7	74	23	3	67	34	73	27	47	42	11
Male	49	45	6	39	55	6	61	34	5	50	50	55	45	32	48	20
RACE White	61	33	5	57	37	7	71	26	3	62	38	70	30	43	44	13
Black	61	35	4	52	30	17	74	22	4	80	20	29	71	57	30	13
AGE 16-24 Years	59	37	4	48	45	7	67	30	4	61	40	70	30	41	45	14
25-39 Years	63	30	6	62	33	6	72	24	4	62	38	67	33	48	40	12
40 & Over	61	35	4	58	32	10	79	20	1	70	30	69	31	39	48	13
EDUCATION																
Less than High School	69	25	6	62	34	4	81	14	4	74	27	60	40	54	37	9
High School Only	63	31	6	58	35	7	71	26	3	68	32	65	35	46	41	14
More than High School	56	39	5	51	39	10	67	30	4	52	48	72	28	37	49	15
TOTAL FAMILY INCOME																
Under $10,000	61	33	6	57	37	6	72	25	3	67	33	66	34	44	43	14
Over $10,000	62	34	4	55	35	10	70	27	4	58	42	71	29	42	44	14
MARITAL STATUS																
Married	64	31	5	63	31	7	72	25	3	65	35	72	28	46	41	13
Wid., Sep., Div.	63	32	5	61	33	6	79	20	1	66	34	52	48	48	41	11
Never Married	54	39	7	39	51	10	65	30	5	57	43	67	33	36	49	15
YEARS SINCE LAST FULL-TIME JOB																
Never Worked	52	37	11	41	47	12	63	30	7	63	37	64	36	34	50	16
1 Year or Less	58	37	6	51	42	7	68	28	4	61	39	63	37	40	44	16
2-4 Years	68	28	4	66	24	10	75	23	2	65	35	64	36	52	40	9
5 or More Years	65	31	4	64	31	5	76	22	2	65	35	83	18	48	42	10
USUAL OCCUPATION (LEVEL)																
Professional	56	42	3	60	36	4	70	26	4	59	41	68	32	35	53	13
Skilled	63	32	5	52	33	14	81	14	5	64	36	100	-	40	50	10
Semi-skilled	72	23	5	61	34	4	75	22	3	59	41	76	24	49	38	13
Unskilled	62	34	4	51	43	6	77	20	3	73	27	74	26	47	42	11

than men to report being very satisfied with the Service (65% compared to 49%), the use of the telephone for counseling (61% compared to 39%), and with their counselors (74% compared to 61%). A close examination of the table reveals that men did not express higher levels of dissatisfaction, but only that they were less positive than women in their ratings.

Further, a much higher percentage of women than men reported that they had more ETR confidence (67% compared to 50%) and job search confidence (73% compared to 55%). There was also a tendency for a much higher percentage of female clients (47% compared to 32%) to say that the Service was very valuable in the making of their future plans.

Compared to sex, the relationship between race and follow-up evaluation by clients was not so obvious. However, some differences occurred. Although the ratings of white and black clients were nearly the same when they evaluated the Service and their counselors, a somewhat higher percentage of blacks reported some level of dissatisfaction with the use of the telephone for counseling (17% compared to 7%).

In addition, while a higher percentage of black clients reported that they had more confidence about ETR involvement as a result of counseling (80% compared to 62% of the white clients), a much higher percentage of white clients reported having had more job search confidence as a result of counseling (70% compared with 29%). When considering the value of the Service in making future career plans, blacks were somewhat more likely than whites to report that the Service was very valuable (57% compared with 43%).

In terms of the relationship between CR&E variables and age, the table indicates almost no differences between age groups in ratings of overall satisfaction with the Service, with a tendency for younger clients to rate their counselors and the use of the telephone less positively than older

clients. Compared to 48% of the clients in the 16-24 age group, 62% and 58%, respectively, of the clients in the two older categories reported that they were very satisfied with using the telephone for counseling. Similarly, compared to 79% of the clients who were 40 years of age or older, 67% of the clients between 16 and 24 reported being very satisfied with their counselors. There was a slight tendency for the 40 and over group to report having more ETR confidence as a result of counseling than the two younger age groups (70%, compared with 61% and 62%), with no difference in job search confidence. Finally, in terms of the value of the Service in making future plans, a somewhat higher percentage of clients in the 25-39 category reported the Service to be very valuable (48%, compared to 41% and 39%).

In terms of educational attainment and client ratings, there was a definite tendency for overall ratings of satisfaction to increase as level of education decreased. Compared to clients with only a high school diploma and those with some college experience, a higher percentage of those without a high school diploma were very satisfied with the Service (69%, compared to 63% and 56%), the use of the telephone for counseling (62%, compared to 58% and 51%), and their counselors (81%, compared to 71% and 67%).

There was a tendency for less educated clients to report that they had more ETR confidence as a result of counseling (74% of those without a high school diploma, compared to 68% of the high school graduates and 52% of those with some college experience). On the other hand, a slightly greater percentage of clients with some college reported having more confidence in conducting a job search than did clients in the two lower educational attainment groups (72%, compared with 60% and 65%). Finally, clients with some college experience were not nearly as likely as less educated clients to

say that the Service had been very valuable in making future career plans (37%, compared with 46% and 54%).

With one small exception, total family income was unrelated to client evaluation of the Service. Clients with annual family incomes under $10,000 were slightly more likely than clients with incomes over $10,000 to report that they had more ETR confidence (67% compared to 58%).

Compared to clients who had never been married, clients who were married or widowed, separated, or divorced were consistently more positive in their ratings. Smaller percentages of clients who had never been married reported being very satisfied with the Service (54%, compared to 64% and 63% for the other two groups), the use of the telephone (39%, compared to 63% and 61%), and their counselors (65%, compared to 72% and 79%). While this general pattern also held true for ETR confidence (with never married clients somewhat less likely to report more confidence as a result of counseling), it did not for job search confidence. In this case, a much lower percentage of clients who were widowed, separated, and divorced reported increased confidence (52%, compared to 72% and 67% for clients in the two other categories). In terms of the value of the Service in making future plans, clients in the never married category once again were somewhat less positive in their ratings (36% said very valuable, compared to 46% and 48% of the clients in the other categories).

In terms of work experience and client evaluation, the results indicate that clients who never worked full-time were somewhat different from clients who had some full-time work experience. They were slightly more likely to express dissatisfaction with the Service (11%, compared to 6%, 4%, and 4% of the clients in the three working groups). Further, they were somewhat

less likely to say that they were very satisfied with the use of the telephone (41%, compared to 51%, 66%, and 64%) and their counselors (63%, compared to 68%, 75%, and 76%).

Although there was almost no difference among the four groups in level of ETR confidence, clients who worked full-time at least five years ago were much more likely than clients in the other groups to say that they had more job search confidence as a result of calling the Service (83%, compared to 64%, 63%, and 64%). Finally, clients who had been out of the full-time labor force for a longer period of time were more likely to rate the Service as very valuable in helping them to make plans (52% and 48%) than were very recent full-time workers (40%) and clients who had never worked full-time (34%).

There were no consistent patterns in the relationship between skill level of clients' usual occupation and CR&E variables. Clients with semi-skilled usual occupations were somewhat more likely than clients at other levels to be very satisfied with the Service (72%, compared to 56%, 63%, and 62%). Further, while clients with skilled usual occupations were much more likely than clients in other categories to be dissatisfied with the use of the telephone (14%, compared to 4%, 4%, and 6%), they were slightly more likely to report being very satisfied with their counselors (81%, compared to 70%, 75%, and 77%). Compared to clients in the other categories, a higher percentage of clients with unskilled occupations reported having more ETR confidence (73%, compared to 59%, 64%, and 59%) and a higher percentage of clients with skilled usual occupations reported having more job search confidence (100%, compared to 68%, 76%, and 74%) as a result of participating in counseling. Finally, clients with usual occupations at the professional level were somewhat less likely than clients at other

levels to rate the Service as very valuable in helping them to make their future plans (35%, compared to 40%, 49%, and 47%).

What Was the Relationship Between Client Evaluation Variables and Selected Counseling Process Variables?

Project staff also examined the relationship between CR&E variables and the following process of counseling variables: individual counselor, selected counselor characteristics, number of interviews, number of resource materials sent to clients, and the number of ETRs and supportive services contacted by clients. The table on the following page summarizes the relationship between CR&E and counseling process variables.

Similar to the previous analysis of client outcomes by individual counselor, the results indicate considerable variation in the responses of clients who had different counselors. The distribution of responses for all of the CR&E variables is quite different from one counselor to another. For example, 74% of the clients of Counselor A reported that they were very satisfied with the Service, compared to only 39% of Counselor I's clients. That the overall ratings of the Service are closely related to clients' overall level of satisfaction with their counselors is indicated by the fact that 82% of the clients of Counselor A reported that they were very satisfied with him/her, compared to only 31% of the clients of Counselor I who reported being very satisfied. Satisfaction with the counselor, as might be expected, also seemed related to ratings of satisfaction with the use of the telephone for counseling and the other CR&E variables.

While a previous analysis suggested no variation in client outcomes by selected counselor characteristics, this analysis reveals some variation in clients' reactions in terms of the demographic characteristics of their

CLIENT EVALUATION OF THE SERVICE BY SELECTED COUNSELING PROCESS VARIABLES

Counseling Process Variables		Overall Satisfaction With Service			Overall Satisfaction With Use of Telephone			Overall Satisfaction With Counselor			Effect on ETR Confidence		Effect on Job Search Confidence		Value of Service in Making Plans		
		Very Satisfied	Satisfied	Dissatisfied and Very Dissatisfied	Very Satisfied	Satisfied	Dissatisfied and Very Dissatisfied	Very Satisfied	Satisfied	Dissatisfied and Very Dissatisfied	More	No Difference or Less	More	No Difference or Less	Very Valuable	Somewhat Valuable	Not Very or No Value
(Total)		62%	32%	6%	57%	35%	7%	72%	25%	3%	65%	35%	71%	29%	43%	44%	13%
COUNSELOR	A	74	24	3	68	26	7	82	17	1	70	30	83	17	54	41	5
	B	52	39	9	46	40	14	51	40	9	54	46	45	55	36	40	23
	C	70	24	7	46	48	6	81	15	4	74	26	85	15	51	36	13
	D	59	36	5	56	36	9	74	26	-	63	37	87	13	47	41	12
	E	64	31	5	61	31	8	74	19	7	72	28	85	15	44	42	14
	F	67	30	2	54	42	3	82	19	-	62	38	71	29	45	46	10
	G	54	40	6	57	33	10	67	32	1	56	44	54	46	33	57	10
	H	59	35	6	57	41	2	67	29	4	58	42	66	34	45	41	14
	I	39	46	15	39	39	23	31	54	15	75	25	33	67	31	31	39
COUNSELOR CHARACTERISTICS																	
SEX	Female	63	33	5	57	37	6	74	24	2	63	37	73	27	44	45	11
	Male	50	40	10	45	40	15	48	42	10	56	44	44	57	36	39	26
RACE	White	61	33	6	56	35	9	70	26	4	64	37	68	32	42	45	13
	Black	61	34	5	55	40	5	72	26	2	61	39	70	30	44	42	13
AGE	Under 30 Years	62	33	5	56	38	6	69	27	4	61	39	67	33	44	42	14
	Over 30 Years	60	34	6	56	36	9	73	25	3	64	36	73	28	42	47	12
EDUCATION																	
	College Degree	63	32	6	56	37	7	70	25	5	64	36	68	32	47	40	14
	No College Degree	59	36	5	55	37	8	72	27	1	60	40	70	30	40	49	12
NUMBER OF INTERVIEWS																	
	One	53	40	8	48	43	9	62	32	6	47	53	56	44	32	46	22
	Two	56	38	6	55	37	8	68	29	3	62	38	66	34	42	41	17
	Three	61	35	5	52	42	6	72	26	2	64	36	79	21	44	48	8
	Four	66	30	4	62	33	5	72	26	1	76	24	78	22	42	49	9
	Five to Seven	73	25	3	61	31	8	81	18	1	69	31	76	24	56	38	6
	Eight or More	69	26	5	71	26	3	82	12	5	73	27	64	36	57	40	3
RESOURCE MATERIALS SENT TO CLIENTS																	
	None	63	31	6	61	30	9	75	21	5	69	31	83	17	46	41	13
	Some	61	34	5	55	38	7	70	27	3	62	38	68	32	43	44	13
ETRs CONTACTED BY CLIENTS																	
	None	55	38	7	50	41	9	62	34	4	56	44	69	31	36	46	18
	Some	68	29	3	62	32	6	81	17	2	69	31	70	30	52	40	8
SUPPORTIVE SERVICES CONTACTED BY CLIENTS																	
	None	60	34	6	57	34	9	69	27	4	63	37	66	34	40	45	15
	Some	63	33	4	53	42	5	75	24	2	64	36	73	27	50	40	10

counselors. For example, clients of female counselors were more likely than clients of male counselors to be very satisfied with the Service (63% compared to 50%), the use of the telephone (57% compared to 45%), and their counselors (74% compared to 48%). Clients of female counselors were also more likely to report having more ETR confidence (63% compared to 56%), having more job search confidence (73% compared to 44%), and rating the Service as very valuable in the making of future plans (44% compared to 36%). Conversely, clients of male counselors were more likely to express dissatisfaction with the Service (10% compared to 5%), the telephone (15% compared to 6%) and their counselors (10% compared to 2%).

While sex of counselor showed a definite relationship to CR&E variables, the race, age, and educational attainment level was either not related or related in only a minor way. The distribution of clients' ratings is almost exactly the same on all CR&E variables for white and black counselors, counselors over and under 30 years of age, and counselors with and without a baccalaureate degree.

Number of counseling interviews was highly related to CR&E variables: the more interviews clients had, the more likely they were to be positive in their statements about elements of the Service. For example, the percentage of clients who were very satisfied with the use of the telephone for counseling ranged from 48% of those who had one interview to 71% of those who had eight or more interviews. Similarly, 62% of the clients with one interview reported being very satisfied with their counselors, while 83% of those with eight or more interviews indicated the same level of satisfaction. The same trend was evident in reports of ETR and job search confidence and ratings of the value of the Service in making future plans.

While the number of resource materials sent to clients seemed related in only a minor way to most CR&E variables, it did seem related to job search confidence. Surprisingly, a higher percentage of clients who were sent no materials reported being more confident (83% compared to 68% for clients receiving some materials) about conducting a job search.

Compared to clients who contacted no ETRs during their counseling experience, a higher percentage of clients who did reported being very satisfied with the Service (68% compared to 55%), the use of the telephone (62% compared to 50%), and their counselors (81% compared to 62%). Similarly, a higher percentage of clients who contacted one or more ETRs reported that they had more ETR confidence as a result of participation in counseling. While there was no difference in job search confidence, clients who contacted some ETRs during counseling were much less likely to report the Service as very valuable in the making of their future plans (52% compared to 36%). The number of supportive services contacted by clients was related in a minor way to ratings obtained during follow-up interviews, with the strongest being the tendency for those contacting some supportive services to be more likely to rate the Service as very valuable in helping them to make future plans (50% compared to 40%).

What Was the Relationship Between Client Evaluation Variables and Status at Termination?

The final cross-stage analysis examined the relationship between clients' reactions to and evaluations of the Service and their status at termination. The results are presented in the table below.

CLIENT EVALUATION OF THE SERVICE BY STATUS AT TERMINATION

Status at Termination	Overall Satisfaction With Service			Overall Satisfaction With Use of Telephone			Overall Satisfaction With Counselor			Effect on ETR Confidence		Effect on Job Search Confidence		Value of Service in Making Plans		
	Very Satisfied	Satisfied	Dissatisfied and Very Dissatisfied	Very Satisfied	Satisfied	Dissatisfied and Very Dissatisfied	Very Satisfied	Satisfied	Dissatisfied and Very Dissatisfied	More	No Difference or Less	More	No Difference or Less	Very Valuable	Somewhat Valuable	Not Very or No Value
(Total)	62%	32%	6%	57%	35%	7%	72%	25%	3%	65%	35%	71%	29%	43%	44%	13%
ETR-1 Enrolled	66	30	4	60	36	5	75	24	1	72	28	76	24	49	44	7
ETR-2 Applied	67	33	-	61	32	7	77	23	-	85	15	50	50	59	37	4
ETR-3 Not Yet Applied	64	32	3	57	35	8	74	24	2	66	34	65	35	50	40	10
JOB-1 Employed	62	32	6	54	38	8	70	28	3	58	42	63	37	39	48	13
JOB-2 Searching	55	40	4	56	37	8	68	30	2	52	48	76	24	35	45	19
JOB-3 Not Yet Begun	69	21	10	54	41	5	74	10	15	59	40	54	46	49	38	13
No Career Entry	54	38	8	77	15	8	92	8	-	44	56	100	-	31	46	23

In general, the results indicate that clients who terminated with different outcomes also differed somewhat in their evaluations of the Service. In terms of overall satisfaction with the Service, the percentage of clients who reported being very satisfied ranged from 54% for clients who had made

a decision against entering a career to 69% for clients who had decided, but not yet begun, to search for a job. Although there were no differences in overall satisfaction with the Service among clients with ETR-related outcomes, there were differences among clients with job-related outcomes. Compared to clients in the two other job-related categories, clients who terminated with a status of searching for a job were somewhat less likely to be very satisfied (55%, compared to 62% and 69%).

Compared to clients with either ETR-related or job-related outcomes, a much higher percentage of clients in the no career entry category said they were very satisfied both with the use of the telephone for counseling (77%, compared to a range from 54% to 61%) and with their counselors (92%, compared to a range from 68% to 77%).

Clients' status at termination also seemed somewhat related to the two confidence variables. Compared to clients in the no career entry or job-related outcome categories, a higher percentage of clients with ETR-related outcomes said they were more confident as a result of counseling (a range of 66-85% for ETR outcomes compared to a range of 44-59% for all other categories). In terms of confidence in conducting a job search, the percentage of clients who said they had more confidence ranged from 50% for ETR applicants to, somewhat surprisingly, 100% of the clients who had decided neither to enter school or go to work. The same percentage (76%) of enrolled clients and job-seekers reported more job search confidence.

Ratings of the value of the Service in helping clients make future plans varied somewhat, with a tendency for clients with ETR-related outcomes to view the Service more positively and less negatively than other clients. While 23% of the no career entry clients viewed the Service as being of little or no value in making future plans, only 13-19% of those with job-

related outcomes and 4-10% of those with ETR-related outcomes rated the Service at the same level.

AN EXAMINATION OF RESOURCE CENTER UTILIZATION

Introduction

The overall purpose of the Project's Resource Center was to locate, organize, develop, update, and disseminate career-related materials for adults. While primarily an information center for counselors and other Project staff, the Resource Center was also used by home-based clients, non-home-based callers who were referred to the Resource Center, career concerned adults who had not requested career counseling but simply came into the Resource Center, and representatives from a wide variety of community institutions, agencies, and groups. During its nearly three years of operation, approximately 1600 people visited the Resource Center. This section will describe the results of a special study which examined why people came to the Resource Center and how they used the collection.

The data regarding use by representatives of local institutions and agencies are derived from Resource Center records which indicated names, addresses, affiliations, and reasons for coming to the Center. Data on non-institutional users (referred to as visitors in this study) are based on information provided by 268 adults who came to the Resource Center during 1974. These visitors completed a modified version of the intake protocol (described in the section on home-based callers) and the Resource Center Questionnaire. This questionnaire, which is reproduced in Appendix B, contained the following data items:

- reason for the visit
- occupational and educational interests

- usefulness and helpfulness of the materials used
- adequacy of the information in answering client questions
- kinds of assistance received from Project staff
- evaluation of the visit
- future career plans

This section addresses four major questions related to utilization of the Resource Center:

- What Institutional Representatives Used the Resource Center?
- What Were the Characteristics of the Resource Center Visitors?
- How Did Visitors Use and Evaluate the Resource Center?
- What Was the Relationship Between the Interests and Plans of Visitors and Selected Demographic Characteristics?

What Institutional Representatives Used the Resource Center?

Records indicate that representatives of over 350 community institutions and agencies visited the Project's Resource Center during its 31 months of operation.

As expected, most of the institutional representatives came from the educational community -- high schools, colleges and universities, proprietary schools, adult education centers, and departments of education. A considerable number also came from various supportive service agencies, such as child-care centers, rehabilitation clinics, community action agencies, volunteer training and placement groups, senior citizens' organizations, youth groups, counseling agencies, libraries, and women's centers. Other institutional visitors included city, state, and federal political leaders, representatives of such government agencies as the Department of Employment Security and the U.S. Armed Forces, and representatives of religious organizations, banks, union councils, personnel offices, and television stations.

Over 80% of these representatives were from Rhode Island institutions, with most of the remainder coming from Massachusetts and Connecticut, and a few coming from New York, Pennsylvania, Florida, Alabama, New Jersey, and Washington, D.C.

Although the reasons for visiting the Resource Center were as varied as the institutions they represented, representatives most often were interested in the nature and organization of the Resource Center's collection of career-related materials. They mentioned such reasons as plans for establishing career-related libraries in their own institutions, as well as the need for more effective methods of organizing existing collections. A number of the visitors wanted to learn about career education materials which could be used by elementary, junior, and secondary school students, as well as to learn about existing career education programs in schools. Several visitors were especially interested in the materials on women for use either in establishing a women's center or in designing non-sexist curriculum materials. A few used the collection for their own career exploration as well as for institutional purposes.

What Were the Demographic Characteristics of the Resource Center Visitors?

As mentioned in previous sections of this report, eligibility for the Counseling Service was restricted to home-based adults, while the Resource Center, located in downtown Providence, was open to everyone. Of the 268 visitors included in this special study, slightly over one-half (55%) were non-home-based adults, 22% were home-based clients of the Counseling Service, and 22% were home-based adults who had not participated in the Service.

The residence patterns of these Resource Center visitors were similar to those of the counseling clients. About one-third (33%) were Providence

residents. Another 31% came from the state's next four largest cities: Cranston (11%), Warwick (8%), East Providence (7%), and Pawtucket (5%). All other cities in Rhode Island accounted for another 30% of the visitors. The remaining visitors came from Massachusetts (3%), other parts of New England (3%), and states in other areas (less than one percent).

Because the Resource Center served non-home-based as well as home-based visitors, a comparison of the demographic characteristics of home-based counseling clients and Resource Center visitors reveals some obvious differences between them. Relevant data are presented in the table in the following page.

Unlike Counseling Service clients, Resource Center visitors were not nearly as likely to be female. Of the 268 visitors included in this special study, 43% were men and 57% were women.

Minority representation was slightly higher among the Resource Center's visitors than among the counseling clients: 90% were white, 6% were black, and 3% were of other racial or ethnic backgrounds.

The employment patterns were decidedly different for Resource Center visitors and Counseling Service clients. One-half of the Resource Center visitors were working, either full-time (39%) or part-time (11%), and about one in ten were currently collecting unemployment compensation.

Resource Center visitors tended to be younger than clients, with 55% of the visitors being in the 16-24 age group. Over one-third (35%) were between 25-39 years of age, and only 9% were 40 or older.

The educational attainment of visitors was slightly higher than that of counseling clients. About one-tenth (9%) of the Resource Center visitors had completed less than twelve years of school. Over one-third (37%) had completed high school but had no further formal education, and over one-half (53%) had at least some college experience.

COMPARISON OF THE DEMOGRAPHIC CHARACTERISTICS
OF CLIENTS AND RESOURCE CENTER VISITORS

		% of Home-Based Clients (N=1157)	% of Resource Center Visitors (N=268)
SEX	Female	75	57
	Male	26	43
RACE	White	93	90
	Black	4	6
	Other Minorities	3	3
	Refusal	1	0
	Other and NA*	0	1
AGE	16-24 Years	40	55
	25-39 Years	44	35
	40 & Over	16	9
	Other and NA	0	2
MARITAL STATUS			
	Married	51	29
	Wid., Sep., Div.	16	12
	Never Married	33	59
	Other and NA	0	0
TOTAL NUMBER OF CHILDREN LESS THAN 18 AT HOME			
	None	46	72
	Some	54	28
TOTAL NUMBER OF CHILDREN LESS THAN 6 AT HOME			
	None	68	83
	Some	32	17
EDUCATION			
	Less than High School	15	9
	High School Only	47	37
	More than High School	36	53
	Other and NA	1	0

	% of Home-Based Clients (N=1157)	% of Resource Center Visitors (N=268)
TOTAL FAMILY INCOME		
Less than $5,000	30	33
$5-10,000	31	31
$10-15,000	22	19
Over $15,000	12	13
Refusal	2	1
Don't Know	3	3
Other and NA	0	1
YEARS SINCE COMPLETED SCHOOL		
1 Year or Less	20	34
2-5 Years	29	32
6-15 Years	31	22
15 or More Years	20	10
Other and NA	1	3
WORK STATUS		
Not Working	82	49
Working Part-time	18	11
Working Full-time	0	39
Other and NA	0	1
YEARS SINCE LAST FULL-TIME JOB		
1 Year or Less	49	37
2-5 Years	18	7
6-15 Years	16	6
15 or More Years	6	41
Never Worked Full-time	11	6
Other and NA	1	5

*NA indicates that data were not ascertained.

Most of the visitors had completed school more recently than had clients. One-third (33%) had completed school within a year of coming to the Resource Center, and another 32% had left school from two to five years earlier. Over one-fifth (22%) of the visitors had left school from six to fifteen years earlier, and 10.1% had been out of school over 15 years.

Resource Center visitors had been out of the full-time labor force for longer periods than were clients. Four out of ten (41%) visitors had not worked full-time for over 15 years. Over one-third (37%) of the visitors had worked full-time less than one year before coming to the Resource Center, with 7% working full-time two to five years earlier, and 6% working full-time six to fifteen years earlier. Six percent of the visitors said they had never worked full-time.

The marital status of Resource Center visitors also was somewhat different than counseling clients. The majority (59%) of them had never been married. About one out of three (29%) were married, with slightly over one-tenth (12%) of the visitors being separated or divorced. Further, 72% of the Resource Center visitors did not have any children under 18 living at home, and 83% did not have any preschoolers in the home.

The distribution of total family income of visitors and clients was about the same. One-third (33%) of the visitors said their families earned less than $5,000 a year, and nearly another third (31%) reported annual family incomes of between $5,000 and $9,999. Almost one-fifth (19%) said their family's annual income was between $10,000 and $14,999, with 13% having a total family income over $15,000.

Resource Center visitors were also asked how they had learned of the Project. The majority of visitors mentioned television (31%) or personal referrals (30%) as their source of information. Nearly one-quarter (23%) of the visitors said they had been referred by agencies or organizations, while about one-fifth (19%) said they had learned of the program from newspapers. Among the other information sources cited were the Resource Center itself (8%), radio (5%), posters or displays (3%), and a variety of other sources (17%), particularly the telephone directory. (It should be noted that the total percentages here and in following sections of this

analysis exceed 100% because visitors often gave more than one response to a question.)

How Did Visitors Use and Evaluate the Resource Center?

Resource Center visitors were asked a number of questions relating to how the Resource Center could help them, what materials they used, the helpfulness and usefulness of the materials, their overall evaluation of the visit, and their future career plans.

When asked why they had come to the Resource Center, over half (58%) of the respondents indicated that they wanted information about one or more specific occupations. Just over one-half (51%) were seeking information about educational or training programs, with only 15% wanting to know about supportive services. The category of "general information" was checked by 34% of the visitors and other reasons were cited by 8%.

Visitors were then asked whether they were interested in obtaining information about any specific occupations. Nearly three-fourths (73%) of the visitors answered in the affirmative. These 195 respondents then specified 209 occupations which could be classified by Roe level. Nearly four out of ten (39%) responses were occupations at the professional level. Skilled and semi-skilled levels accounted for about the same percentage of responses (26% and 23%, respectively), while occupations classified as unskilled accounted for the remaining 12% of the responses.

In terms of the educational and training interests of Resource Center visitors, over three-fourths (77%) of the visitors said they were currently considering one or more educational or training programs. Another 16% expressed a lack of interest in them, and 7% were uncertain about further education.

Of those interested in further education, colleges and a variety of vocational/technical programs were mentioned most often. About one-third (33%) of the visitors said they were considering four-year college programs, with 20% mentioning junior college and 16% specifying graduate level programs. On-the-job training or apprenticeships were mentioned by 39% of the visitors, and post-high school vocational/technical programs by 23%. Relatively few visitors were interested in high school equivalency (4%) or adult basic education (4%) programs. Other types of programs were cited by 3% of the visitors.

Visitors were asked to indicate which materials they had used and also to evaluate the helpfulness of the materials. The following table indicates the items used most often and the visitors' evaluation of them. The Occupa-

Resource Materials Used	% of Visitors Using Each Resource	Helpful	Not Helpful	Not Sure	N.
Occupations File	53%	85%	6%	10%	143
Occupational Outlook Handbook	40	87	3	10	108
Supportive Services Notebook	36	34	1	65	95
ETR Notebooks	23	81	2	18	62
School Catalogs	16	71	12	17	42
Self-Directed Search	14	61	3	37	38
Dictionary of Occupational Titles	11	76	10	14	29
Published Resource Directories	10	81	4	15	26
Resource Center Take-Homes	10	81	4	15	26
Periodicals	9	74	13	13	23
Job Application Procedures	8	80	20	-	20
Vertical File	8	75	15	10	20

tions File and Occupational Outlook Handbook were cited by the largest percentages of clients (53% and 40%, respectively). The Project's notebooks on supportive services and educational and training resources were also used quite frequently (by 36% and 23% of the visitors, respectively). Mentioned by smaller percentages of visitors were school catalogs (16%), the Self-Directed Search (14%), the Dictionary of Occupational Titles (11%), local and national directories, including educational and training programs and sources of financial aid (10%), and Resource Center "take-homes" including flyers, pamphlets, and free government literature (10%). Other items used by visitors included periodicals (9%), job application procedures (8%), and the Project's Vertical File (8%).

Most of the items were regarded as helpful by at least three-quarters of their users, with the highest ratings given to the two most frequently used items -- the Occupational Outlook Handbook and the Occupations File (rated helpful by 87% and 85%, respectively). Job application procedures were regarded as helpful by about 80% of the users, with three other items also viewed as being helpful by about three-fourths of their users: the Vertical File (75%), the periodicals (74%), and the school catalogs (71%). Visitors were least certain about the helpfulness of the Supportive Services Notebook. The majority (65%) of its users were not sure whether it had been helpful or not, perhaps because its original design as a reference for counselors did not make it an easily used resource for clients. Over one-third (37%) of those using the Self-Directed Search were also uncertain as to whether or not it had been helpful. Visitors were also somewhat unsure about the helpfulness of the ETR Notebooks (18%), school catalogs (17%), directories (15%), and Resource Center "take-homes" (15%).

Nearly all (99%) of the Resource Center visitors reported that they had received some assistance from members of the Project's staff. Most (85%) of them said they had received help in locating library materials, and over one-half (51%) had found the staff helpful in discussing career-related problems with them. Nearly one-third of the group (32%) reported that the staff assisted by providing additional information not covered in the Center's collection of materials.

When asked if they had received the information they needed to answer their questions, 80% of the visitors responded affirmatively. Just over one-tenth (12%) said they had not obtained enough information, while the remaining 9% did not answer the question. In addition, about 38% of the group said they had developed new questions as a result of their Resource Center visit.

When asked about their future plans, 18% of the visitors said they were going to enroll in an educational or training program, and 15% planned to begin looking for a job. Slightly over one-tenth (12%) of the visitors indicated they were intending to change careers, and 9% said they planned to enter a specific occupation. Fewer visitors mentioned accepting a job they had been considering (3%) or completing an educational program they had already started (4%). When asked if they had decided on a next step toward meeting their career goals, the majority of the Resource Center visitors (57%) said they had, about three in ten (30%) said they had not decided on a next step, and the remaining 13% did not answer the question.

As a final item, the respondents were asked to evaluate the overall results of their visit to the Resource Center. Nearly three-fourths (72%) of the 268 visitors said they had found their visit worthwhile or helpful. Another 16% rated their visit as slightly helpful. Only one respondent

(less than one percent) regarded the visit as not worthwhile. The remaining respondents either were uncertain about the value of their visit (7%) or did not make any comment (5%).

What Was the Relationship Between the Interests and Plans of Visitors and Selected Demographic Characteristics?

Of some interest to Project staff was the relationship between selected Resource Center Questionnaire variables and demographic characteristics of Resource Center visitors. The five questionnaire variables selected for this analysis included the type of information requested by Resource Center visitors, the occupations of interest to them (by level and field), their education and training interests, and their future career plans. Each of these variables was examined in terms of the visitor's sex, age, and total family income. The table on the following page presents data relevant to this analysis.

As indicated in the table, the kinds of information requests made by Resource Center visitors did not appear to be related to sex, but were somewhat related to age and income. Interest in specific occupations decreased with age, accounting for 38% of the responses of visitors who were 16-24, 33% of those 25-39, and 20% of those 40 and older. On the other hand, older clients requested information on supportive services more often (20%, compared with 8% and 8%). The requests of visitors 25-39 were more likely than other age groups to be in the category of general career-related information (26%, compared with 18% and 17%).

In terms of total family income, requests for information on specific occupations were made more often by visitors with annual incomes over $10,000 (41% compared with 32%), while requests for information on education and

INTERESTS AND PLANS OF RESOURCE CENTER USERS
BY SELECTED DEMOGRAPHIC CHARACTERISTICS

	Sex		Age			Income	
	Female	Male	16-24 Years	25-39 Years	40 & Over	Under $10,000	Over $10,000
INFORMATION REQUESTS							
Specific Occupations	36%	32%	38%	33%	20%	32%	41%
Education or Training Programs	30	31	31	29	32	33	27
Supportive Services	8	11	8	8	20	10	7
General Career-Related Information	20	21	18	26	17	20	21
Other	5	5	4	5	12	6	4
Total	100%	100%	100%	100%	100%	100%	100%
Total Number of Responses	250	196	248	150	41	289	129
OCCUPATIONAL INTERESTS (LEVEL)							
Professional	49%	31%	42%	38%	50%	36%	48%
Skilled	23	30	29	23	21	27	24
Semi-skilled	19	25	19	26	21	23	20
Unskilled	9	15	10	13	7	14	8
Total	100%	100%	100%	100%	100%	100%	100%
Total Number of Responses	90	61	86	47	14	90	50
OCCUPATIONAL INTERESTS (FIELD)							
Service	27%	17%	21%	24%	15%	20%	29%
Business Contact and Organization	19	13	17	12	31	17	18
Technology and Science	17	47	33	32	8	32	26
Gen. Culture, Arts, Ent., Recreation	36	22	27	32	46	28	26
Outdoor	1	2	3	-	-	2	-
Total	100%	100%	100%	100%	100%	100%	100%
Total Number of Responses	75	60	78	41	13	88	38
EDUCATION AND TRAINING INTERESTS							
Vocational/Technical	20%	22%	24%	16%	30%	21%	19%
OJT/Apprenticeship	27	33	26	34	30	31	28
Junior College	23	13	22	16	13	17	24
College	30	32	29	34	26	31	29
Total	100%	100%	100%	100%	100%	100%	100%
Total Number of Responses	127	94	119	76	23	150	58
CAREER PLANS							
Enter Specific Occupation	18%	13%	16%	14%	-	16%	16%
Begin Job Search	26	23	24	24	50%	24	26
Enroll in ETR	30	29	34	22	25	31	24
Change Career	22	17	17	24	25	18	24
Other	4	18	10	14	-	12	10
Total	100%	100%	100%	100%	100%	100%	100%
Total Number of Responses	82	77	102	49	4	102	50

Note: Percentages do not always total exactly due to rounding.

training programs were slightly more common among visitors with annual incomes under $10,000 (33% compared with 27%).

There was also some variation observed in the relationship between the level and field of occupational interests of Resource Center visitors and their demographic characteristics. Women were more likely to mention professional level occupations than were men (49% compared to 31%), while men cited occupations at the skilled, semi-skilled, and unskilled levels more often (30%, 25%, and 15%, compared with 23%, 19%, and 9% for women). In terms of age, visitors 40 years of age or older mentioned professional level occupations more often than other age groups (50%, compared with 42% and 28%), while 25-39 year old visitors mentioned more semi-skilled occupations (26%, compared with 19% and 21%). There was also a slight tendency for skilled occupations to be mentioned less often as age increased (29%, 23%, 21%). As might be expected, visitors with annual family incomes over $10,000 mentioned professional level occupations more often (48%) and unskilled occupations less often (8%) than did those with family incomes under $10,000 (36% and 14%, respectively).

The occupational fields of interest to Resource Center visitors also varied somewhat by sex, age, and income. While women cited more jobs in the Service, Business, and Culture and the Arts areas (27%, 19%, and 36%, compared with 17%, 13%, and 22% for men), men indicated more interest in Technology and Science occupations (47%, compared with 17% for women).

Visitors who were 40 and older had occupational interests which were different from the other age groups. They were much more likely to mention occupations in the Business field (31%, compared with 17% and 12%), and the field of Culture and the Arts (46%, compared with 27% and 32%), and much less likely than other groups to cite Service (15%, compared with 21% and

24%) and Technology and Science fields (8%, compared with 33% and 32%). Compared to visitors with total family incomes under $10,000, those with incomes over $10,000 cited Service more often (29% compared to 20%) and Technology and Science less often (26% compared with 32%).

The Educational and Training Interests of the Resource Center visitors also varied somewhat by sex, age, and income. Men indicated slightly more interest than did women in apprenticeship and OJT programs (33% compared to 27%), with women mentioning junior colleges more often (23% compared to 13%). Compared to other age groups, the visitors who were 25-39 were slightly more interested in OJT/apprenticeship programs (34%, compared with 26% and 30%) and college programs (34%, compared with 26% and 29%), and less interested in vocational/technical programs (16%, compared with 24% and 30%). On the other hand, those Resource Center visitors between 16 and 24 years of age were more likely to mention junior college programs than were other age groups (22%, compared with 16% and 13%). In terms of income, only one variation in educational interests occurred: visitors with incomes over $10,000 mentioned junior college programs more often than did visitors whose incomes were less than $10,000 (24% compared to 17%).

Finally, an examination of the relationship between the career plans of Resource Center visitors and sex, age, and income revealed minor variations. Although men were as likely as women to begin a job search, enroll in an ETR, or change their career, slightly more women than men planned to enter a specific occupation (18% compared with 13%). Compared with visitors who were 25-39 years of age, the 16-24 age group was more likely to be planning to enroll in an ETR (34% compared with 22%). As might be expected, visitors in the 25-39 year group were more likely to be changing their career (24% compared with 17%).

Compared to clients with incomes under $10,000, Resource Center visitors with incomes over $10,000 were less likely to be planning to enroll in an ETR (24% compared to 39%), but more likely to be planning to change their career (24% compared with 18%).

CLIENTS SPEAK FOR THEMSELVES:
IN-DEPTH INTERVIEWS WITH FORTY FORMER CLIENTS

Introduction

During the several years of its existence, the staff of the Career Education Project collected an enormous amount of data regarding the characteristics of clients of the Career Counseling Service, the counseling process, the decisions made and actions taken by clients, the activities engaged in by other members of the Project, and the reactions of clients and other professionals to the efforts and products of the staff. The bulk of the data has been presented in previous sections of this final report.

Because of its emphasis on documentation and the collection of "hard" evidence, the Project (as is the case with almost all research and development efforts) sometimes ran the risk of losing sight of the complex thread of human reality that was an integral part of the program. Recognizing that the information obtained from formal data collection efforts could not be a fully adequate representation of the clients and their experiences, Project staff conducted in-depth interviews with forty former clients of the Career Counseling Service.

In general, the purpose of the in-depth interviews was to determine the career-related thoughts, feelings, and actions of clients prior to, during, and after their involvement in counseling. The interviews were conducted in the summer of 1975 by four senior staff members of the Project, all of whom had doctorates or advanced degrees in the fields of psychology and education. The interviews were conducted in the homes of the clients, who were paid

five dollars for their participation. With the permission of the clients, interviews were recorded on audiotape, with summary reports written on the basis of listening to the recordings. Clients were told that the interviews would be confidential and that the audiotapes would be erased after a report of the interviews was written.

Forty men and women were selected and interviewed. As indicated below, the demographic characteristics of the former clients were similar to the clients served by the Career Counseling Service, with the exception of a higher percentage of blacks participating in the in-depth interviews.

Sex		Race	
Female:	75%	White:	80%
Male:	25%	Black:	20%
Age		**Marital Status**	
Under 30 years:	50%	Married:	65%
Over 30 years:	50%	Never Married:	15%
		Widowed, Separated and Divorced:	20%

The interviews were conducted according to a semi-structured interview schedule. Each interview was composed of three segments, one for each of the three time periods of primary interest: the period before the client contacted the Service; the time during which the client and counselor were working together; and the period from the client's termination to the in-depth interview.

In terms of the time period prior to their contacting the Service, interviewers talked with clients about a variety of career-related thoughts, feelings, and actions, including their reasons for calling the Service, feelings about requesting counseling, thoughts and feelings about education

and work, and perceptions of the Service. Further, they were asked how they heard of the Service and what other agencies or persons they had contacted regarding their career concerns or plans. Finally, clients were asked about their specific plans for education or work immediately prior to calling the Service as well as their reasons or motives associated with a desire for further education or employment.

During the section of the interviews concerned with the process of counseling, clients were asked about their initial reactions to their counselors, their feelings about the Services they were provided, the alternatives considered and decisions made, any changes in their career plans, and the ways that counseling helped them in the career planning and decision-making process. Further, interviewers asked clients how counseling had affected their lives, the reactions of their spouses and other family members to their involvement in career counseling, and the nature of any additional activities or occurrences during the process of counseling.

During the post-service section of the in-depth interviews, interviewers talked with clients about their satisfaction with any career decisions made, the nature of any problems hindering the implementation of their decisions, and the progress they had made toward attainment of their career objectives. Further, they were asked about their overall reaction to the Service and the ways they or their lives had changed as a result of counseling. Finally, interviewers talked with clients about how the Service could have been more helpful, their personal reflections of the future (vocationally and personally), and how such factors as age and sex had affected their career plans and decisions.

As suggested by the title of this section, the following pages of this

final report will allow the clients to speak for themselves. The results of the interviews will be presented in narrative form, using as much as possible the verbatim expressions of the former clients. Following the order of the time periods identified above, the narrative will reflect the major themes which emerged during the interviews.

Clients' Thoughts, Feelings, and Actions Prior to Their Involvement With the Service

"I had no idea how to go about it"

The in-depth interviews confirmed in a dramatic way that there is an intense and pervasive need among adults of all ages for help in the career planning and decision-making process. A young white mother of one child reported that she wanted to have more children, but had two successive miscarriages. After the second, she said, "That was when I decided that a career would be good since my first child was getting older. I had no idea of how to go about it, but thought it would be a good idea to get some help."

A number of clients reported that they felt confused by the unfamiliar network of available services and bewildered by the procedures that must be carried out in order to establish and attain relevant career objectives. A middle-aged white woman said that she felt like "a fish out of water" as she anticipated the prospect of locating and obtaining further training. A 33-year-old black mother of six, who had aspirations beyond her present position as a part-time nursing assistant, summed it up this way:

> I really wanted to get into a nursing program and I didn't know where to turn...I talked to different people and they said there were all kinds of nursing programs, but nobody told you where to go or who to speak to or anything like that.

A similar thought was expressed by a 37-year-old white mother of six children: "I wasn't able to really put things together. I didn't know where to start. I didn't know what was available." All in all, results of the interviews indicated quite clearly that the Project, through its outreach efforts, did not create an interest in career counseling. Rather, it tapped a widely-shared need on the part of many adults for a convenient and accessible service.

"I didn't feel like I was going anywhere"

The theme of going nowhere prior to their calling the Service was a common one expressed by clients during the in-depth interviews, especially among those who were working at low paying, unskilled jobs. For example, a white, single man in his early 20's had worked in a variety of unskilled jobs prior to calling the Service, the most recent being a job as a shipping and receiving clerk in a warehouse. He described his work as dull and monotonous, adding "I didn't feel like I was going anywhere." The client reported that a critical factor was observing men who were twenty years his senior doing the same dull work for the same low pay. Resolving that he did not want to end up in the same way ("I was just subsisting"), he soon called the Service.

A similar thought was expressed by a young black man who had dropped out of high school and described his work life prior calling the Service as "just going from one factory to the next." Just before he decided to call the Service, this young man reported taking careful stock of himself:

> I stepped back and took a look at myself and said, "Where am I going? Where am I going to be ten years from now?" And the answer was "nothing."

A similar quality was expressed in the remarks of a young white mother, who was working as a cashier in a local supermarket. As she put it, "I had no ideas of what I would be doing afterwards." A black teenager who had recently graduated from high school said, "Mostly, I was just bumming around," while a recent college graduate said, "I was working in a job I hated." Finally, a 34-year-old white woman, who had been working part-time as a cashier, reported of her job: "There is no future in it and no rewards in it."

"I was looking for someone to give me some directions."

Even though many persons did not like their present situation, a large number of them did not know in which direction to go in order to find a sense of satisfaction. Many persons indicated that they called in large part to identify new career directions, or at least to hear of some alternatives they had not considered. Some clients couldn't find work in a field for which they were trained and were thinking about a major career change. This was true of a young married white client who had been unable to find work as a teacher. As he put it, "I was in a situation where I had skills I couldn't use, and I was looking for someone to give me some directions as to which way to go." This young man, similar to many other clients, summed up his situation succinctly: "I was pretty much in a quandry."

Another client, a white woman in her late 30's, said that her work as a Licensed Practical Nurse had begun to get "depressing." When she started thinking of other options, however, she stated, "I had no idea of where I wanted to go or what I wanted to do."

Other clients, many with limited or no work experience, had no clear idea of where they wanted to go occupationally. Many of these clients were hoping that their counselors would point them in the direction of a satisfying and rewarding career. For example, a white mother of four reported, "I knew I needed an education, but I didn't know for what. I was looking for guidance as to where to go." A middle-aged mother of two did not want to go back to office work ("It's been years since I've been in an office!") and was looking for new suggestions. She hoped that a counselor would know of "careers I hadn't even thought of."

"Anybody can mop a floor"

A number of women reported that they had become somewhat disenchanted or disillusioned when their lives were totally occupied with the roles of wives, mothers, and homemakers. While many seemed to confine their sense of frustration to discussions with personal friends, some reported that it reached a sufficient level of magnitude to cause them to call the Service. These clients reported that their sense of frustration usually began when the children reached school age and many of their responsibilities had become so routine that they began to wonder if they had any abilities left. As a middle-aged mother of two teenagers said so poignantly:

> Like any housewife, we all once in a while get tired of the housework and just...we feel like how useless we are, that anybody can mop a floor. And once in a while I'd say, "Some day, when these kids get married, I'm going to go get myself a good job and earn good money, and we could travel...."

A 32-year-old white mother of two, who had been at home for nearly ten years, put it more bluntly: "I wanted to do something! I was bored at home!"

Another former client, a white woman in her late 30's, also expressed her feeling directly: "I decided I had to do something else with myself besides going crazy staying home most of the time." Although this woman talked with no other agencies about her sense of frustration, she believed that her feelings were becoming more and more typical of women in their 30's. Her words say it best:

> Rather than talking about how many sutures they had when they had their babies, I find that most women nowadays, at this particular point in our lives, are discussing what they are going to do with our lives besides staying home.

Finally, a 34-year-old white mother of six retained her sense of humor, despite her obvious frustration: "When you had twelve years with diapers you begin to wonder if you're retarded and no one picked it up along the way."

"The whole world crushed in on me"

A surprisingly large number of former clients reported that they called the Service shortly after the occurrence of a major disruption in their lives, such as an accident or an illness. Two women called shortly after their miscarriages. Several women called soon after illnesses had forced them to leave their jobs or drastically reduce the number of hours they worked. Others reported calling after an illness or injury to a member of their family. Sometimes, such disruptions jostled clients from their routine and provided them with the time and the opportunity to reassess their situation. At other times, these temporary states of disequilibrium resulted in clients taking an immediate action they might not have ordinarily taken, such as calling the Service.

For example, one middle-aged woman reported that she was badly shaken in the days and weeks immediately after her husband's heart attack. She had never worked outside of the home on a full-time basis and reported that she felt she had to move quickly in order to find a job. As she put it, "The whole world crushed in on me." This client added that she would not have called the Service had it not been for her husband's illness.

Another client, a black married woman in her early 30's, reported that she became ill and had to reduce her work as a nursing assistant to two days a week. She stated that her increased time at home provided her with an opportunity to think about what she was doing and how it related to where whe wanted to go. She soon called the Service to inquire about the availability of jobs for persons with special training in nursing.

A 35-year-old mother of two had left a job as a nurse's aide about six years ago because she found it too restricting ("I felt I couldn't do all I was capable of."). During the ensuing years she had worked as a waitress, a job she liked because of the "public contact" and "you make your own hours." Several months before she called the Service, her son broke his leg and was hospitalized for six weeks, causing the woman to leave her job in order to take care of him. As a result of being back in a hospital setting again, the client reported that her interest in nursing was strongly rekindled ("I have to get back"). The client called the Service to inquire about nursing programs.

"He's been bothering me for years to do something"

The in-depth interviews revealed that clients heard about the Service from a wide range of sources. Some mentioned friends who had used the

Service or family members who had seen televised public spot announcements or newspaper advertisements. Others mentioned social workers, psychologists, vocational rehabilitation counselors, and school teachers. Some clients responded within a short time of hearing about the Service, while others waited for months.

Several of the younger people mentioned that they had called at the suggestion of a parent who had seen an advertisement, but had not actually used the Service. A 23-year-old white mother of two pre-schoolers reported that she quit high school to get married, a move that was especially opposed by her father. She called the Service at his insistence, adding good-naturedly, "He's been bothering me for years to do something."

A young white man who was unable to find work as a teacher was referred to the Service by his sister-in-law. A young black man, who was being seen at a local community mental health center for emotional and family difficulties, was referred to the Service by his psychologist for career counseling. An 18-year-old woman who was single, pregnant, and on welfare was referred by her social worker. While visiting at a friend's house, one woman picked up some material that described the Career Counseling Service. She read it ("it sounded very good") and called right away ("I didn't hesitate at all").

"If at first you don't succeed..."

Often the Career Counseling Service was only one in a succession of social service agencies contacted by clients as they reached out for help with their career-related concerns. A number of clients reported contacting other public and private agencies before calling the Service, with varying (but mostly negative) reports about their level of satisfaction with the

services they received.

Although most clients were not so negative about their previous contacts, a young white man in his mid 20's described his contact with a private placement agency in adamant terms: "I think they're a bunch of crooks." He was subsequently referred to the Service by his sister-in-law, a former client.

As a result of a knee injury, a young white man had been a client in vocational rehabilitation counseling just prior to calling the Service. This former client, who described himself as having "barely" finished high school, said he was very grateful for the medical assistance he received, but not for the counseling. As he described it, he took some tests, and the counselor suggested a variety of trade occupations, such as printing and heavy equipment operation. The client said that he didn't like the occupational alternatives presented by the counselor, stating "Either you can't get into them, or you get laid off once you do." The client stated that he saw the counselor for a brief period and "just let it go," calling the Career Counseling Service a short time later.

A 35-year-old divorced welfare recipient said that she had contacted several social service agencies in an attempt to get information about nursing programs in the state. She said that she "got the royal runaround," adding that "you couldn't get a straight answer" from anybody. With determination, she reported that she decided to "do it myself" and looked in the telephone book to find the names of nursing schools. She found the listing for the Service in the yellow pages, and called right away. The client said she believed strongly in the aphorism, "If at first you don't succeed...."

"Lots of places give you the runaround."

Clients reported calling the Service with a variety of thoughts about the likelihood that the Service would be of help to them, or if the Service would be of any help at all. While most clients seemed very hopeful and optimistic, others seemed somewhat more tentative or even suspicious. A white married man in his mid-20's said, "I think I thought it wouldn't do me any good, but I thought I might as well give it a try, which was just about my mental attitude about anything at that time." This young man, like many others, had recently made several unsuccessful contacts with other agencies within the community.

Another client, a white single male in his early 20's reported that he "wasn't too hopeful" when he first called the Service, but nonetheless decided "to give counseling a try."

A 33-year-old black mother of six children decided to "give it a try" even though she reported a general sense of suspicion about all social service agencies. As she put it, "Lots of places give you the runaround." Another client echoed this same theme, summarizing her previous attempts at getting information from social service agencies as follows: "No matter who I called, nobody seemed to know."

Still other clients reported that they had no expectations, one way or another, about the likelihood of their being helped. A black teenager reported that she saw a televised public service announcement and decided to call "out of curiosity, to see what it was all about." A white married woman in her early 50's commented similarly, adding, "It didn't cost anything and I had the time."

"It was nice to know that someone cared."

In general, the idea of receiving or asking for counseling was not perceived as a negative thing. In fact, most of the former clients seemed to welcome the opportunity, echoing the sentiments of a 24-year-old mother of two pre-schoolers who said, "It was nice to know that someone cared enough to let me know how to get started on the career I wanted." A 34-year-old white woman also sounded a common theme: "I really believe that if I need help, I'm more than willing to go out and ask for it."

A few former clients, on the other hand, did report a sense of apprehension about talking with a counselor. A 23-year-old mother of two pre-schoolers reported that she was "sort of scared" about the prospect, wondering "will I say the right or wrong thing?" Despite her uncertainty, she finally called, adding that she planned to "tell them what I wanted and let them take it from there."

Only one of the former clients seemed to attach a stigma to the idea of receiving counseling. While finding his counselor to be "professionally helpful" a white married man in his mid-20's said he found it "mildly annoying" to have to deal with counselors in person or on the phone. When asked to explain, he reported that he was a "private person," adding, "I don't like to tell people my personal business, my personal problems."

Clients' Thoughts, Feelings, and Actions During the Process of Counseling

"I don't think I would have been able to get down there."

Once they called the Service, most clients realized fully the great convenience of using the telephone for counseling. A number of former clients reported that if counseling hadn't been done by telephone, they simply wouldn't have been able to become involved.

The fact that counseling was done by telephone came as a pleasant surprise to some clients, even after their first call to the Service. After talking to an intake clerk and having an appointment scheduled, one young female client reported, "I was surprised they were calling the house. I thought I would have to go down there. It made it a lot easier, because I don't think I would have been able to get down there." Another client, a white mother of three, expressed a similar attitude: "The greatest thing about it is that it was over the phone...I never would have followed through if I had to go in for appointments."

While the telephone was necessary for some, it was convenient for most. Many clients reported the obvious benefits, such as not having to get a babysitter, drive downtown, and get dressed up for a counseling appointment. Some clients liked the anonymity provided by the telephone, explaining that they were less nervous and more reflective. For example, a white woman in her early 50's reported, "On the telephone you felt you were private, had a little more time, could think about what you could say."

A 24-year-old white mother of two pre-schoolers liked the telephone for a variety of reasons:

> It was hard for me to go out with two children. It was at my own convenience...it was pretty easy to talk to someone like that. And she was helpful...she seemed to have everything right at her fingertips.

"It sounded like I had known her for years."

Nearly all of the former clients reported that, from their first counseling interview to their last, they found their counselors to be warm, supportive, encouraging, and helpful. As a 39-year-old white mother of two reflected on her first impression of her counselor, she said, "She was very nice, very pleasant, very understanding; what's the word I want... patient...helpful. She came up with a lot of suggestions."

A number of clients commented that they especially liked the informal atmosphere and the first-name relationship between client and counselor. A young white mother of two children was very positive about her first encounter with her counselor. Describing herself as a very shy person who had to work up some courage to call in the first place, she said of her counselor:

> The way she talked, it sounded like I had known her for years. She made me feel comfortable...she sounded like she cared.

In thinking about her first counseling interview, a divorced mother of two said, "It was really nice...it was like talking to someone who was really interested in what I was doing." In a similar vein, a young black man described his relationship to his counselor as "sort of like having a friend, and I didn't even know him," in an obvious reference to their telephone mode of interaction. Finally, a 28-year-old white college graduate described his relationship to his counselor as follows: "It was more like an intimate discussion between friends, an informal atmosphere."

"She never brushed me off."

In addition to their warm feelings about their counselors, a number of former clients reported some sense of surprise that their counselors let them

talk at length about their plans and concerns. In this context, some mentioned that they had expected to get what one person called the "revolving door treatment of some so-called social service agencies."

This theme was expressed most clearly by a black teenager, a recent high school graduate, who reported that she needed a lot of help from her counselor:

> I was calling all the time, and any time I called, she was willing to talk to me and help me with what I wanted. She never brushed me off.

Another client, a young black man who eventually became enrolled in a local junior college, said that he liked the "individual attention" he got from his counselor. He reported that his counselor called at least twice a week and that they had fun as well as talking about what had been accomplished. As he put it, "She was more than just a counselor. She seemed like she knew me for a long time."

"Since she was really trying, I thought I'd try."

The in-depth interviews revealed some especially interesting stories. One client, a white man in his early 20's described himself as "not too hopeful" about the help he would receive from counseling, mainly because he had just terminated rather unsuccessfully with another counselor in a local social service agency. The client mentioned that his previous counselor had suggested a number of "practical and realistic" occupations that seemed low level and uninteresting to the client. Consequently, he reported some sense of surprise when his new counselor asked him to identify what "you would like to be but don't think there is any way in the world you could do it." The client replied, with equal parts of seriousness and jest, that he really

wanted to become "a diamond cutter." To his surprise, the counselor mailed him information within the next couple of days which described this as well as several other occupations he had mentioned. The young man reported that this incident had an important impact on his involvement in counseling. As he put it, he thought to himself, "She's really trying! Since she was really trying, I thought I'd try." After this incident, he added, "I didn't want to take it lightly."

"She knew the ways."

A number of former clients echoed the remarks of a woman who described her counselor as a "goldmine of information." Still others reflected the view of a young white man who said that when it came to all of the steps involved in going to college, from getting his transcripts together to obtaining financial assistance, his counselor "had the information at her fingertips."

Several clients also mentioned that their counselors helped them to negotiate more effectively a system of education and training that was somewhat foreign to them. One young man, when talking about how his counselor gave him step-by-step suggestions for applying to a local community college, said it well:

> Out in the real world, it's really hard to find out all the steps to anything. I was just kind of feeling my way. She knew the ways.

The same theme ran through the comments of a divorced mother of two in her mid-30's. Prior to calling the Service, she had experienced a great deal of difficulty in getting any information about nursing schools in the state. She said that her counselor was "like someone working with me." She continued:

> He was very encouraging. He made me feel as though there are ways you can continue your education...and you will find them. There are things he told me about that I never knew existed: grants, financial aid, different colleges...

"She tried to keep me going to better myself."

A number of clients mentioned the special significance of counselors' follow-up calls to them. For some, these follow-up calls served as a confirmation that their counselors really were interested in them. This theme was mentioned by a black married woman in her mid-30's, who was especially pleased by the follow-up calls made by her counselor. As she put it, "You had some place always to turn to...somebody you knew was really interested in you."

For other clients, these follow-up calls from counselors served as a subtle reminder to follow up on an action they had planned in a previous counseling interview. For still others, these calls were required in order for them to follow through on a planned, but dreaded, action. A young white woman reported that her fear of doing poorly had been causing her to delay contacting an adult education program about a high school equivalency preparation course. She reported her counselor as being "very patient" and, about the counselor's follow-up calls, said "She didn't give up...she tried to keep me going to better myself." If the client had been responsible for initiating subsequent calls to the Service, rather than the counselor initiating calls to the client, the young woman reported that she probably would not have called back as a result of embarassment and a desire to not disappoint the counselor.

Some clients reported that they carried out an action because they didn't want to let their counselor down and also because they knew their counselor would be calling within a day or so. For example, a white married woman said that the follow-up calls provided "encouragement to keep you going and not let it fall behind."

A 52-year-old white woman looked forward to her scheduled calls with her counselor: "I was anxious to tell her what I had done. It was something to push you a little bit. That was what I needed, a little push of confidence. I'm not lazy. I just needed a little help."

"Don't put all your eggs in one basket."

While being served by the Career Counseling Service, a number of clients reported that they were simultaneously being served by other social service agencies in the community. When this occurred, it often seemed that clients were, in effect, hoping for a greater payoff by a maximum investment in counseling. As one client put it, "Don't put all your eggs in one basket."

Several clients reported that they were seeing vocational rehabilitation counselors at the same time they were involved with a counselor of the Service. A recent college graduate, white and never married, reported that he was in contact with both his college placement office as well as his high school guidance counselor while a client of the Service. When he contrasted the services of the Project with those provided by his guidance counselor, the young man observed that his Project counselor "suggested things this other counselor wouldn't," explaining that his high school counselor "eliminated things because he knew me."

One of the interesting aspects of the clients who were simultaneously served by the Career Counseling Service and another service agency in the

community was that they sometimes couldn't remember what services they got from whom. One young man, who became employed in a public service job, couldn't recall whether he first heard about the job from a Project or a Department of Employment Security counselor.

"My most important thing is my family."

Being a woman affected female clients in a variety of ways as they approached the process of career planning and decision-making. For many, a career choice was still regarded as secondary to what they perceived as their primary roles, those of wife and mother. A mother of four youngsters, who was working part-time after she terminated from the Service, echoed a common theme:

> My most important thing is my family, really, and I don't think a man has to feel that way. He knows that his wife is going to take care of things, even though he may help equally at home, which my husband does.

Similarly, other young mothers reported having to work through some important doubts and uncertainties about the wisdom of their career plans. A young white mother of a toddler, who was about to enter a full-time nursing program, expressed a common fear: "I do feel leery about leaving a young baby; I hear stories about how the baby gets more attracted to the sitter than the mother, and I worry about that." Despite this, the client remained determined to achieve her objective of becoming a nurse, saying "I wouldn't change my plans; this could make a big difference in my life, and I want to do it."

For a number of women, their commitment to husband and family meant that they planned to move gradually toward the achievement of their career

objectives. A white woman in her mid-30's asserted, "My first and main commitment is wife and mother." Thinking about her husband and four children, she said that she could only think of going to school on a part-time basis because of the necessity for "working around their needs."

A similar thought was expressed by another client, a white woman in her late 30's who had begun college study on a part-time basis: "My family still comes first. I wouldn't hesitate to stop school right away if my family needed me at home."

"Maybe it's the way I've been brought up."

In addition to reporting that their families often had higher priority than their plans for education or work, the interviews revealed a number of of the negative consequences of sex-stereotyping.

A white woman in her early 50's described her husband as a man who "doesn't want things to upset his household." She reported that she couldn't think of taking a job that lasted beyond 5:00 or 5:30, adding "who will prepare the meal in time for him?" Another former client, a white woman in her mid-40's, briefly summed up her husband's attitude toward her desire to go back to work: "He's against it!"

Another client, a white married woman in her 50's echoed this traditional attitude about the role of women:

> We have our place. We are important doing what we are doing. The men's world doesn't interest me at all. Maybe it's the way I've been brought up.

A 44-year-old white woman disagreed:

> I don't want to be a truckdriver, or carpenter or bricklayer, but I think it's good that some women do...have the courage ...to fight to be in a man's world. I admire them. I couldn't do it. These are things that women can do. Why shouldn't they?

"They felt I was hurting him by trying."

While the interviews commonly revealed the subtle influence of sexism, such as women selecting from a circumscribed list of "appropriate" female occupations, they also uncovered more dramatic examples. For example, a middle-aged white woman, who had been a mother and homemaker all of her adult life, called the Service after her husband's illness and hospitalization. Faced with the prospect of a husband who would never again be able to work full-time, she began talking with a counselor about "preparing myself for a good job." However, after talking over her career plans with her husband, family friends, and the family physician, she reported that "they felt I was hurting him by trying to be trained to earn the money that he didn't...earn any more. I was really hurting him; I came to that conclusion too."

Without apparent resentment, this client reported that her physician and family friends warned her to stop thinking about education and training "because it would kill my husband; if he felt that he was no longer useful he would give up the will to live." Finally, she reported, "I just decided to let the whole thing go." This client was terminated as having decided not to enter the world of education, training, or work.

Clients' Thoughts, Feelings, and Actions After Termination From the Service

"She really made me feel good about myself."

Many of the clients reported that they had gained in self-confidence as a result of their counseling experience. Still others reported that they felt either happier or less depressed as a result of talking with a counselor. Many clients said they felt more resourceful after being encouraged by their counselor to take concrete actions toward achieving their career objectives, such as completing school applications, updating resumes, or arranging for employment interviews.

A 37-year-old white mother of four children, whose adult life had been organized around the roles of wife and mother, put it well: "She really made me feel good about myself." This client returned to a theme of support and encouragement several times during the interview:

> She encouraged me a lot! She really did! For instance, the things I thought were not important at all, like volunteer work, she made me realize that those things are important too, even on a resume.

A similar comment was made by a black woman in her early 30's, who reported that her counselor "sort of like built up my morale."

A 32-year-old white mother of two children reported that counseling had helped her by raising a lot of questions and helping her to become more outgoing. She said that her counselor "Made you feel that you're not just a big dummy who has been home for ten years." Another woman, 38 years old, described her counselor as "very up," explaining that her counselor felt that I could do anything and gave me a sense of confidence."

Another client, a white married woman who had begun part-time study at a

local college, said that she liked her counselor's "positive attitude," When asked to explain, she said:

> Somehow or other she would more or less build up your confidence, that you should go out and do this. She would say, "Go ahead and do it, now's the time!" I think you need that extra little prodding.

"She helped me to get started."

While some clients emphasized the role of the counselor in helping them to feel better about themselves or to acquire more confidence, others placed emphasis on the value of counseling in giving them the impetus they needed to move in a concrete way toward the attainment of a career objective. This theme was contained in the remarks of a black woman who had just finished her first course at a local four-year college. She reported that her counselor helped her to "get started" and helped "to get my foot in the door." This young women reported later in the interview that, if she had not contacted the service, "I probably would have forgotten about it."

A white married woman in her 30's also described her counselor as having helped her to take some concrete action. As she said about her counseling experience:

> It started to have some sort of agitation to get me going, you know, a catalyst type of thing. A lot of times you just talk about something...she definitely caused me to sit down and do something about it rather than just talk about it.

Similarly, a 19-year-old high school dropout who resumed his studies in the form of high school equivalency preparation said that his counselor helped by "getting me started on the right track." A 44-year-old white

woman expressed a similar thought;

> I had an idea of what I should do, but she would tell me in such a way that it would give me a little confidence, I would have never gone back to night school except that she encouraged me.

"It's a lot easier to struggle if...you're not just struggling in vain."

As a result of their counseling experience, many clients reported that the most important change in their lives was the establishment of a goal worth attaining. Still others reported that they found it much easier to work and struggle when they were moving toward desirable career objectives. A young woman, who had previously been working in a supermarket and was about to begin full-time study in a nursing program, said, "I think I have a better direction now and something to work for." She also reported increased knowledge of the steps necessary to achieve her goals, explaining that she is "more informed now; what really surprised me was all the stuff you have to go through to get into school...."

Another client, a young white male who had previously worked in a warehouse, had considered and rejected a number of occupations in the skilled trades during the course of counseling. Choosing instead to work toward becoming a marine biologist, he became enrolled in a local community college as the first step toward attainment of his objective. He reported that he became much more clear about his interests during counseling, set more relevant career objectives, and began to take some action. In his words, "I have definite goals and objectives now. I know what I want, and I'm going toward it." This young man's increased sense of optimism was exemplified in one of his concluding remarks: "It's a lot easier to

struggle if you know you're going to achieve something you want,,,you're not just struggling in vain."

A white woman in her late 30's, who had begun to work on a part-time basis and had just completed a seminar on women and management at a local business college, said "I am aiming high and I think she helped me to do this. Maybe I would have settled for what I did before because of money and all."

"If he can do it, then I can do it"

A number of clients were referred to the Service by friends and members of their families who had also been clients of the Service. Still others had referred their friends and families to the Service on the basis of their experiences in counseling. In general, the number of clients who mentioned personal referrals increased significantly over the life of the project.

For some potential clients, interest in career counseling may have come more by the example set by present clients than by anything they said about the Service. One client, a young man who described himself as having a shaky high school record and a reputation for not having been interested in school, became enrolled in a local college. He described his decision as having a major impact on many of his friends, who are now considering further education and training for themselves. The client stated that, given his own track record, he could easily understand how his friends would have an "If he can do it, then I can do it" attitude. He reported that several of his friends were either going to or had called the Service.

"I didn't want to tell her I quit."

Some clients mentioned that they called their counselors weeks, or even months, after their formal termination from the Service, primarily to give the counselor a brief update on developments in their lives. Some clients called to report positive news, such as the completion of a course or the acceptance of an application to admission to a school. Some clients called to report negative developments, often asking for further help.

Some clients reported that they had planned to engage in activities after termination, but did not for a number of reasons. Some cited family resistance; others cited personal problems; and still others cited fear. A young black man who planned, but never began, a high school equivalency preparation course put it succintly: "It was like a fear of the unknown." Fortunately for this young man, he eventually did begin the program, in large part because the agency offering the preparation course actively attempted to determine why he never arrived at the beginning of the course.

Some negative developments were never reported to counselors, sometimes for interesting reasons. A young black woman had completed one semester of full-time study and dropped out during the second semester, citing her child's illness as a major factor. When asked why she didn't call her counselor about it, she replied:

> I didn't want to tell her I quit because she would probably feel like I wasn't interested in the beginning and lose confidence in me. She thought I was going to go through with it.

Earlier in the interview, this client had said of her counselor, "She got to me somehow! She told me if I wanted help, she would help me all she could."

Another client, a 38-year-old woman who had not taken any action on either her educational or her work plans, said she might have benefited if she had been able to see her counselor in person: "Perhaps I would have been embarrassed enough to go ahead."

"I don't think it was set up for what I was looking for."

When clients reported that their career counseling experience was of little value to them, they tended to say that they were satisfied with their counselor but that they had special needs or requests that the Service was not designed to handle. This seemed to be especially true for those clients who were interested primarily in looking for a specific job; that is, those who wished that Project had included a placement service in addition to a counseling service. As one young job-seeker put it, "I don't think it was set up for what I was looking for at the time."

A somewhat similar remark came from a young white man, who also did not feel that the Service had been very valuable to him. He put it this way:

> What I was trying to find out from the counselor was "What can I do...what can I get some education and get a job in, pretty much sure-fire?" And, of course, there isn't anything like that.

A 23-year-old married woman with a degree in English called the Service in the hopes that it would help her in her search for employment. She said that, although her counselor was "understanding," the Service wasn't of much value to her. She explained: "I only called twice. I wasn't a confused dropout or anything to need the expertise that your service offers. It was different from going to other agencies. I didn't resent you. Your ads were correct."

"The older you get"

Most clients over 35 to 40 years of age did not report their age to be a major factor in their career decisions, with the possible exception of an increased tendency for older persons to worry somewhat more about returning to school or work after a long absence. As a client in her mid-30's said when asked how her age had influenced her decisions, "It almost stopped me. I thought I was too old to be starting again." She added that she felt the "kids coming out of high school would leave me in the dust."

While some clients immediately became enrolled on a full-time basis after termination from the Service, other clients decided to resume their studies more gradually. Often, these were clients in their 30's and 40's who had been out of school for some period of time. This desire to return on a part-time basis was reflected in the statements of a black women in her 30's, who had just completed one course and planned to take another one during the upcoming semester. She said that she plans to continue to take "one at a time...until I get used to being back at school."

Many clients reported their age to be a positive factor, especially in terms of their greater sense of perspective, life experience, and self-confidence. A white woman in her late 30's said that age was in "no way" a factor in her career planning, adding "I think the older you get, the more confident you get." Another woman in her mid-30's reported that her age had been helpful: "When I was younger I was more in a hurry. I'm much more patient now."

A 52-year-old white married woman, however, reported that age had been a major factor in her career planning process. She felt that if she were younger she would "start a business of my own...and get as much education as I possibly could." This client's age did not, however, stop her from enrolling and completing two courses. She reported, with a smile, "I only missed two classes and got an A in both courses. I know I'm not stupid."